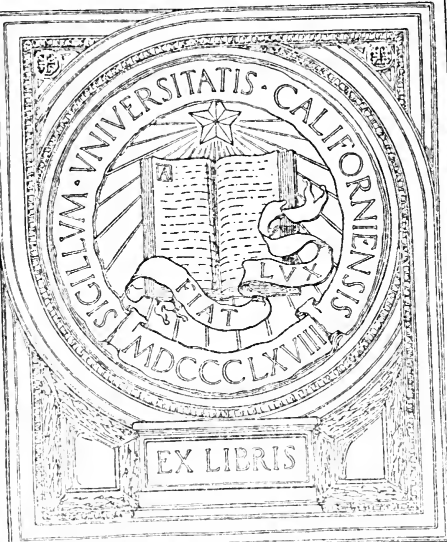

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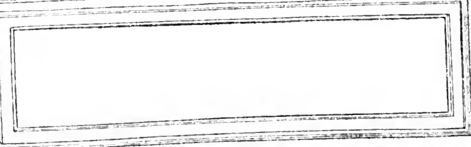

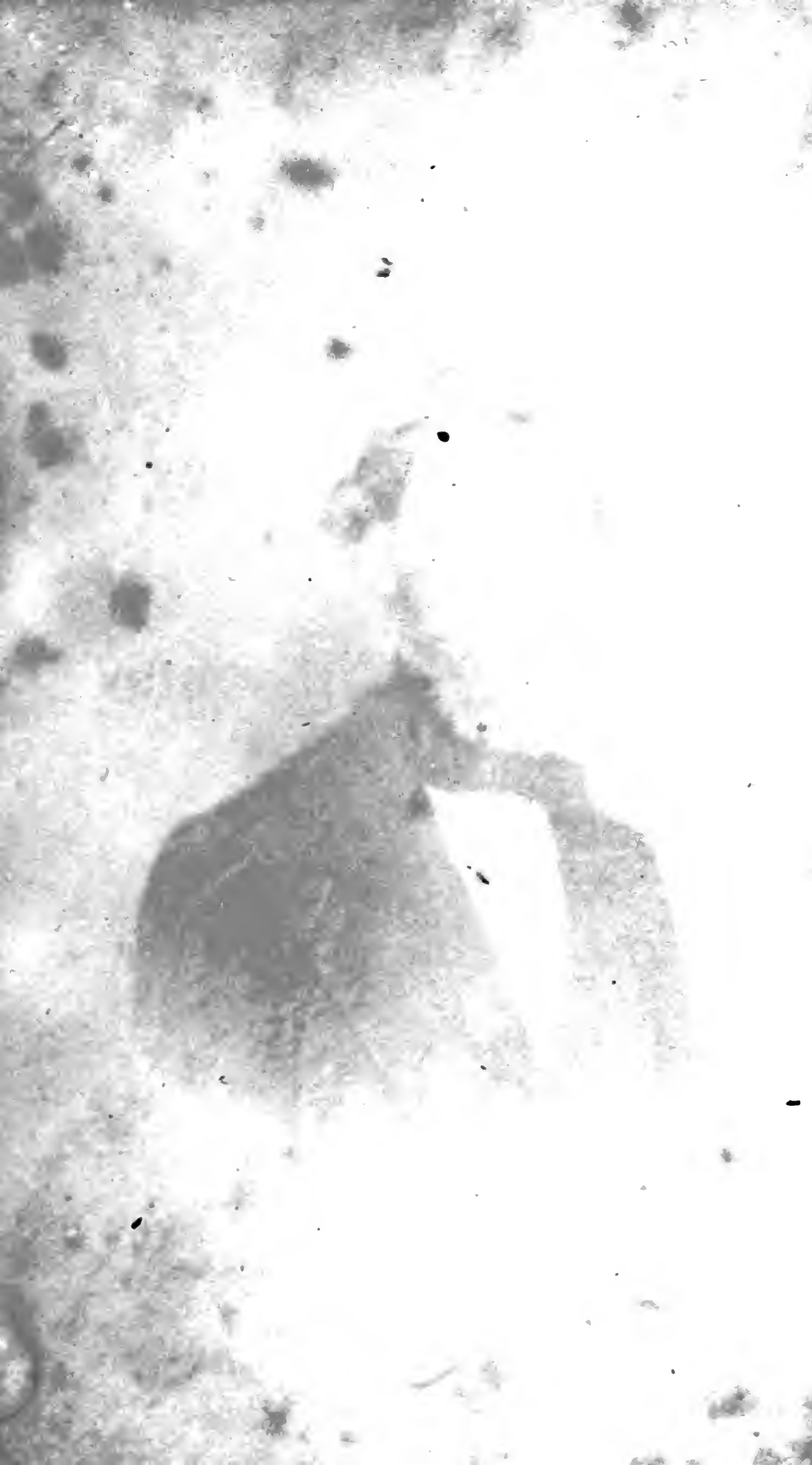

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F. A. P. Barnard

Educational Biography.

MEMOIRS

OF

TEACHERS, EDUCATORS,

AND

PROMOTERS AND BENEFACTORS OF EDUCATION,

LITERATURE, AND SCIENCE.

Reprinted from the American Journal of Education.

EDITED BY HENRY BARNARD, LL.D.
Chancellor of the University of Wisconsin.

PART I. TEACHERS AND EDUCATORS

VOLUME I. UNITED STATES.

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SECOND EDITION.

The memoirs which compose this volume, were originally prepared by the Editor, or at his request, and in some instances from material furnished by him, for the American Journal of Education, to accompany an account of the Institution, or System of Education, with which the subject was connected as founder, benefactor, or teacher. The plan necessarily included persons still living; but of them, the memoirs, so far as the editor's wishes were consulted, was confined to their educational activity—no attempt being made to dwell on other departments of their lives or character.

The selection is made mainly from the first five volumes of the Journal.

This volume will be followed by a second, devoted to Benefactors, and Promoters of Education, Literature, and Science; and to both, probably other volumes will be added, from time to time, in the hope of supplying an acknowledged deficiency in this department of English and American Literature.

Educational Biography.

PART. I.

TEACHERS AND EDUCATORS.

PART II.

BENEFACTORS AND PROMOTERS OF EDUCATION, LITERATURE, AND SCIENCE.

PART I.

TEACHERS AND EDUCATORS.

VOLUME I. UNITED STATES.

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EDUCATIONAL BIOGRAPHY.

Hail! tolerant teachers of the race, whose dower
Of spirit-wealth outweighs the monarchs might,
Blest be your holy mission! may it shower
Blessings like rain, and bring by human right
To all our hearts and hearths, love, liberty, and light.

We propose to devote a portion of our columns from time to time, to a series of Biographical Sketches of Eminent Teachers and Educators, who in different ages and countries, and under widely varying circumstances of religion and government, have labored faithfully and successfully in different allotments of the great field of human culture. We hope to do something in this way to rescue from unmerited neglect and oblivion the names and services of many excellent men and women, who have proved themselves benefactors of their race by shedding light into the dark recesses of ignorance and by pre-occupying the soil, which would otherwise have been covered with the rank growth of vice and crime, with a harvest of those virtues which bless, adorn, and purify society. Such men have existed in every civilized state in past times. "Such men," remarks Lord Brougham, "men deserving the glorious title of teachers of mankind, I have found laboring conscientiously, though perhaps obscurely, in their blessed vocation, wherever I have gone. I have found them, and shared their fellowship, among the daring, the ambitious, the ardent, the indomitably active French; I have found them among the persevering, resolute, industrious Swiss; I have found them among the laborious, the warm-hearted, the enthusiastic Germans; I have found them among the high-minded but enslaved Italians; and in our own country, God be thanked, their numbers every where abound, and are every day increasing. Their calling is high and holy; their fame is the property of nations; their renown fill the earth in after ages, in proportion as it sounds not far off in their own times. Each one of these great teachers of the world, possessing his soul in peace, performs his appointed course, awaits in patience the fulfillment of the promises, resting from his labors, bequeathes his memory to the generation whom his works have blessed, and sleeps under the humble, but not inglorious epitaph, commemorating 'one in whom mankind lost a friend, and no man got rid of an enemy!'"

We cannot estimate too highly the services rendered to the civilization of New England, by her early teachers, and especially the teachers of her Town Grammar Schools. Among these teachers we must include many of her best educated clergymen, who, in towns where there was no endowed Free or Grammar School, fitted young men of piety and talent for college, and for higher usefulness in church and state. To her professional teachers and clergy it is due, that schools of even an elementary grade were established and maintained. But for them the fires of classical learning, brought here from the Public Schools and Universities of England, would have died out, the class-rooms of her infant colleges would have been deserted, her parishes would have ceased to claim a scholar for their minister, the management of affairs in town and state would have fallen into incompetent hands, and a darkness deeper than that of the surrounding forests would have gathered about the homes of the people. In view of the barbarism into which the second and third generations of new colonies seem destined to fall, "where schools are not vigorously encouraged," we may exclaim with the Rev. Dr. Mather—

"'Tis Corlet's pains, and Cheever's, we must own,
That thou New England, are not Scythia grown.'

Let us then hasten to do even tardy justice to these master builders and workmen of our popular civilization. In the language of President Quincy, when about to review the History of Harvard College for a period of two centuries—"While passing down the series of succeeding years, as through the interior of some ancient temple, which displays on either hand the statues of distinguished friends and benefactors, we should stay for a moment in the presence of each, doing justice to the humble, illustrating the obscure, placing in a true light the modest, and noting rapidly the moral and intellectual traits which time has spared; to the end that ingratitude the proverbial sin of republics, may not attach to the republic of letters; and that, whoever feeds the lamp of science, however obscurely, however scantily, may know, that sooner or later, his name and virtues shall be made conspicuous by its light, and throughout all time accompany its lustre."

We commence our Educational Biography—as we propose to designate the series—with a Sketch, such as we have been able to draw up from scanty materials, gleaned from torn and almost illegible records of town, and church, and from scattered items in the publications, pamphlets, and manuscripts of Historical Societies, Antiquarians, and Genealogists—of Ezekiel Cheever, the Father of Connecticut School-masters, the Pioneer, and Patriarch of elementary classical culture in New England.

BIOGRAPHY OF EZEKIEL CHEEVER.

WITH NOTES

ON THE EARLY FREE, OR GRAMMAR SCHOOLS OF NEW ENGLAND.

Ezekiel Cheever, the son of a linen draper of London, was born in that city on the 25th of January, 1614. Of his education and life in England, we find no mention; or any memorial except copies of Latin verses,* composed by him in London, between the years 1631 and 1637, and manuscript dissertations, and letters written in Latin, now in the Boston Athæneum. The pure Latinity of these performances, indicate that he enjoyed and improved no ordinary opportunities of classical training. He came to this country in 1637, landing at Boston, but proceeding in the autumn of the same, or the spring of the following year, with Theophilus Eaton, Rev. John Davenport, and others, to Quinnipiac, where he assisted in planting the colony and church of New Haven—his name appearing in the "Plantation Covenant," signed in "Mr. Newman's Barn," on the 4th of June, 1639, among the principal men of the colony. He was also chosen one of twelve men out of "the whole number thought fit for the foundation work of a church to be gathered," which "elect twelve" were charged "to chose seven out of their own number for the seven pillars of the church," that the Scripture might be fulfilled "*Wisdom hath builded her house, she hath hewn out her seven pillars.*"

From various considerations it is thought that he held the office of deacon in the first church of New Haven, from 1644 to 1650, and sometimes conducted public worship. In May 1647, among other "gross miscarriages," charged upon one "Richard Smoolt, servant to Mrs. Turner," —for the aggregate of which he was "severely whipped," was his 'scoffing at the Word of God,' as preached by Mr. Cheevers." He was held in such esteem by the "free burgesses," as to be elected one of the "Deputies" from New Haven, to the General Court in October 1646.

He commenced there his career as a schoolmaster in 1638, which he continued till 1650, devoting to the work a scholarship and personal character which left their mark for ever on the educational policy of

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* "A Selection from the Poems of Cheever's Manuscripts" appended to an edition of Rev. Dr. Mather's Corderius Americanus, or Funeral Sermon upon Mr. Ezekiel Cheever, published in Boston, by Dutton and Wentworth, 1828.

New Haven.* His first engagement was in the only school, which was opened within the first year of the settlement of the colony, to which the "pastor, Mr. Davenport, together with the magistrates," were ordered "to consider what yearly allowance is meet to be given to it out of the common stock of the town." In 1641, a second and higher grade of school was established, under Mr. Cheever's charge, to which the following order of the town meeting refers:

"For the better training of youth in this town, that, through God's blessing, they may be fitted for public service hereafter, in church or commonwealth, it is ordered that a free school be set up, and the magistrates with the teaching elders are entreated to consider what rules and orders are meet to be observed, and what allowance may be convenient for the schoolmaster's care and pains, which shall be paid out of the town's stock."

By Free Schoole† and Free Grammar School,‡ as used in this extract,

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* To the bright example of such a teacher, and especially to the early, enlightened, and persevering labors of the Rev. John Davenport, the first pastor of the first Church of New Haven, and of Theophilus Eaton, the first Governor of the Colony, is New Haven indebted for the inauguration of that educational policy which has made it a *seat of learning* from its first settlement for the whole country. The wise forecast and labors of these men contemplated, and to some extent realized; 1. Common Town Schools, where "all their sons may learn to read and write, and cast up accounts, and make some entrance into the Latin tongue." 2. A Common, or Colony School, with "a schoolmaster to teach the three languages, Latin, Greek, and Hebrew, so far as shall be necessary to prepare them for the college." 3. A Town or County Library. 4. A College for the Colony, "for the education of youth in good literature, to fit them for public service in church and commonwealth." The whole was made morally certain by the employment of good teachers from the start. After the retirement of Mr. Cheever from the school, the records of the Town are full of entries showing the solicitude of the Governor and Minister in behalf of the schools and the education of the children and youth. Under date of Nov. 8, 1652: "The Governor informs the court that the cause of calling this meeting is about a schoolmaster," that "he had written a letter to Mr. Bower, who as a schoolmaster at Plymouth, and desires to come into these parts to live, and another letter about one Rev. Mr. Landson, a scholar, who he hears will take that employment upon him," —and "that now Mr. James was come to town, who would teach the boys and girls to read and write"—"and there would be need of two schoolmasters—for if a Latin scholmaster come, it is found he will be discouraged, if many English scholars come to him." About the same date: "The town was informed that there is some motion again on foot concerning the setting up of a College here at New Haven, which, if attained will in all likelihood, prove very beneficial to this place"—"to which no man objected but all seemed willing." At a General Court of the Colony, held at Guilford, June 28, 1652, "it was thought [the establishment of a college for New Haven Colony] to be too great a charge for us of this jurisdiction to undergo alone. But if Connecticut do join, the planters are generally willing to bear their just proportion for creating and maintaining of a college there [New Haven]." "At a town meeting, held February 7, 1667 ['8], Mr. John Davenport, Senior, came into the meeting, and desired to speak something concerning the [Grammar] school; and first propounded to the town, whether they would send their children to the school, to be taught for the fitting them for the service of God, in church and commonwealth. If they would, then, the grant [made by Mr. D. in 1660, as Trustee of the Legacy of Gov. Hopkins] formerly made to this town, stands good; but, if not, then it is void: because it attains not the end of the donor. Therefore, he desired they would express themselves." Upon which several townsmen declared their purpose "of bringing up one or more of their sons to learning," and as evidence of the sincerity of their declaration, and of the former efforts of Gov. Eaton and Mr. Davenport, in favor of liberal education, Prof. Kingsley in his Historical Discourse, on the 200th Anniversary of the First Settlement of the Town, remarks:—"Of the graduates of Harvard College, from its foundation to year 1700 [the founding of Yale College], as many as one in thirty, at least, were from the town of New Haven"—with a population, so late as the year 1700, of only five hundred persons.—*See Barnard's History of Education in Connecticut*, 1853.

†The first establishment of the FREE SCHOOL—or School for the gratuitous instruction of poor

and in the early records both of towns and the General Court in Connecticut and Massachusetts, was not intended the Common or Public School,

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children can be traced back to the early ages of the Christian Church. Wherever a missionary station was set up, or the Bishops' residence or Seat [*cathedra*, and hence Cathedral] was fixed, there gradually grew up a large ecclesiastical establishment, in which were concentrated the means of hospitality for all the clergy, and all the humanizing influences of learning and religion for that diocese or district. Along side of the Cathedral, and sometimes within the edifice where divine worship was celebrated, "a song scole," where poor boys were trained to chant, and the "lecture scole," where clerks were taught to read the sacred ritual, and in due time the "grammar school" when those who were destined for the higher services of church and state were educated according to the standard of the times, were successively established. The monasteries were also originally seats of learning, as well as places of religious retirement, of hospitality for the aged and infirm, and of alms for the poor of the surrounding country. Their cloister schools were the hearth-stones of classical education in every country of Europe, and were the germs of the great Universities, which were encouraged and endowed by learned prelates and beneficient princes for the support and exaltation of the Christian faith and the improvement of the liberal arts. But for the endowments and the ordinances and recommendations of early synods and councils, these schools might have been accessible only to the children of the titled and the wealthy. The council of Lyons in 1215, decreed "that in all cathedral churches and others provided with adequate revenues, there should be established a school and a teacher by the bishop and chapter, who should teach the clerks and poor scholars gratis in grammar, and for this purpose a stipend shall be assigned him;" and the third council of Lateran still earlier ordained—"that opportunity of learning should not be withdrawn from the poor, who are without help from patrimonial riches, there shall be in every cathedral a master to teach both clerks and poor scholars gratis." In the remodelling of the cathedral establishments, and the demolition of the monasteries by Henry VIII., and his successors, several of the cathedral schools were provided for, and Royal Grammar Schools founded out of the old endowments.—*See Barnard's National Education in Europe.*

‡ The names, by which the various educational institutions in the colonies were designated in the early records and laws on the subject, were adopted with the institutions themselves from the fatherland, and must be interpreted according to the usage prevailing there at the time. By a *Grammar School*—whether it was a continuation of the old Grammar School of the Cathedral, or the Cloister School of the Monastery, in some cases dating back even beyond the reign of Alfred—or newly endowed by Royal Authority out of the spoils of the religious houses, by Henry VIII., Elizabeth, or Edward VI.—or established by benevolent individuals afterwards—was meant a school for the teaching of Greek and Latin, or in some cases Latin only, and for no other gratuitous teaching. A few of the poor who were unable to pay for their education were to be selected—some according to the parish in which they were born or lived, some on account of the name they bore,—and to receive instruction in the learned languages, and under certain conditions to be supported through the university. These Public Grammar schools were thus the nurseries of the scholars of England, and in them the poor and the rich, to some extent enjoyed equal advantages of learning, and through them the way to the highest honors in the state, and the largest usefulness in the church was opened to the humblest in the land.—*See Barnard's National Education in Europe.*

"*Considerations concerning Free Schools as settled in England*" by Christopher Wase, published in Oxford, 1678. Carlisle's "*Endowed Grammar Schools in England and Wales*," 2 vols, London, 1818. Ackermanns," *History of the Principal Schools of England*," London, 1816. Parliamentary Reports of Commissioners to enquire into the Endowed Charities of England and Wales from 1826 to 1850.

The Free Schools of England were originally established in towns where there was no old Conventual, Cathedral, Royal or Endowed Grammar School. With very few exceptions these schools were founded and endowed by individuals, for the teaching of Greek, and Latin, and for no other gratuitous teaching. The gratuitous instruction was sometimes extended to all the children born or living in a particular parish, or of a particular name. All not specified and provided for in the instruments of endowment paid tuition to the master.

The total value of Endowed Charities for Education in England and Wales, including the Grammar and Free Schools, and excluding the Universities and Great Public Schools of Eton, &c., according to a late report of the Commissioners for Inquiry into their condition, is returned at £75.000.000, and the annual income at £1.209.395, which, by more judicious and faithful management, it is estimated, can be raised to £4.000.000, or $20.000.000 a year.—*Barnard's National Education in Europe*, P. 736.

as afterwards developed, particularly in Massachusetts, supported by tax, and free of all charge to all scholars rich and poor; neither was it a Charity School, exclusively for the poor. The term was applied here, as well as in the early Acts of Virginia* and other states, in the same sense, in which it was used in England, at the same and much earlier dates, to characterize a Grammar School unrestricted as to a class of children or scholars specified in the instruments by which it was founded, and so supported as not to depend on the fluctuating attendance and tuition of scholars for the maintenance of a master. In every instance in which we have traced their history, the "free

* The Virginia Company in 1619, instructed the Governor for the time being to see "that each Town, Borough, and Hundred procured, by just means, a certain number of their children, to be brought up in the first elements of literature: that the most towardly of them should be fitted for college, in the building of which they proposed to proceed as soon as any profit arose from the estate appropriated to that use; and they earnestly required their utmost help and furtherance in that pious and important work." In 1621, Mr. Copeland, chaplain of the Royal James, on her arrival from the East Indies, prevailed on the ships company to subscribe £100 toward "a free schoole," and collected other donations of money and books for the same purpose. The school was located in Charles City, as being most central for the colony, and was called "*The East India School.*" The company allotted 1000 acres of land, with five servants and an overseer, for the maintenance of the master and usher. The inhabitants made a contribution of £1500 to build a house, &c.

A second Free School was established in Elizabeth City in 1642; although Gov. Berkeley, in 1670, in reply to the Question of the Commissioners of Foreign Plantations, "what course is taken about instructing the people within your government in the Christian religion; and, what provision is there made for the paying of your ministry?" answered as follows: —

"The same course that is taken in England out of towns; every man, according to his ability, instructing his children. We have forty-eight parishes, and our ministers are well paid, and, by my consent, should be better, if they would pray oftener, and preach less. But, of all other commodities, so of this, the worst are sent us, and we have had few we could boast of since the persecution in Cromwell's tyranny drove pious, worthy men here. But, I thank God, there are no free schools, nor printing, and, I hope we shall not have these hundred years; for, learning has brought disobedience, and heresy, and sects into the world, and printing has divulged them, and libels against the best government. God keep us from both!"

To the same question the Governor of Connecticut, replied: "Great care is taken for the instruction of the people in the Christian Religion, by the ministers catechising of them and preaching to them twice every Sabbath day, and sometimes on Lecture days, and also by masters of families instructing and catechising their children and servants, being required so to do by law. There is in every town, except one or two new towns a settled minister, whose maintenance is raised by rate, in some places £100, in some £90, &c." In a subsequent answer to similar questions the Governor states that one-fourth of the annual revenue of the Colony, "is laid out in maintaining free [common] schools for the education of our children."

The first school established in Manhattan [New York], was by the West India Company, in 1633. This was an Elementary Parochial School under the management of the deacons of the Dutch Church, and is still continued. The first "Latin Schoolmaster" was sent out by the Company in 1659. In 1702 a "Free Grammar School" was partially endowed on the King's farm; and in 1732 a "Free School for teaching the Latin and Greek and practical branches of mathematics" was incorporated by law. The bill for this school, drafted by Mr. Phillipse, the Speaker, and brought in by Mr. Delancey, had this preamble; "Whereas the youth of this Colony are found by manifold experience, to be not inferior in their natural geniuses, to the youth of any other country in the world, therefore be it enacted, &c."—*See Dunshee's History of the School of the Reformed Protestant Dutch Church.* 1853. *Smith's History of New York.*

The first school Act of Maryland was passed in 1694, and is entitled a "Supplicatory Act to their sacred Majesties for erecting of Free Schools," meaning thereby the endowment of "schools, or places of study of Latin, Greek, writing, and the like, consisting of one master, one usher, and one writing master," &c.

schools" of New England‡ were endowed by grants of land, by gift and bequests of individuals, or by "allowance out of the common stock of the town," were designed especially for instruction in Latin

* The earliest mention of the establishment of "free schools" by Gov. Winthrop, in his History of New England, is under date of 1645, in the following language: "Divers free schools were erected, as at Roxbury, (for maintainance whereof every inhabitant bound some house or land for a yearly allowance for ever) and at Boston (where they made an order to allow 50 pounds to the master and an house, and 30 pounds to an usher, who should also teach to read, and write, and cipher, and Indians' children were to be taught freely, and the charge to be by yearly contribution, either by voluntary allowance, or by rate of such as refused, etc., and this order was confirmed by the general court [blank]. Other towns did the like, providing maintainance by several means." Savage's Winthrop, Vol. II, p. 215.

We know by the original documents published by Parker in his "Sketch of the History of the Grammar School in the Easterly Part of Roxbury," the character of the Free School erected in that town. It was an endowed Grammar School, in which "none of the inhabitants of the said town of Roxbury that shall not join in this act (an instrument, or subscription paper, binding the subscribers and their estates for ever to the extent of their subscription "to erect a free schoole" "for the education of their children in Literature to fit them for publicke service, bothe in the Churche and Commonwealthe, in succeeding ages,") with the rest of the Donors shall have any further benefit thereby than other strangers shall have who are not inhabitants." The school thus established was a Grammar School, as then understood in England, and was *free* only to the children of those for whom, or by whom it was endowed, and only to the extent of the endowment. This school, although not till within a few years past a Free School, or part of the system of Public Schools, according to the modern acceptation of the term, has been a fountain of higher education to that community and the state.

The early votes establishing and providing for the support of the "free schools" in Boston, as well as in other towns in Mass., while they recognize, by grants of land and allowance out of the common stock, the interest and duty of the public in schools and universal education, also provide for the payment by parents of a rate or tuition. Among the earliest assignments of lands in Boston was a "garden plott to Mr. Danyell Maude, schoolemaster," in 1637; a tract of thirty acres of land at Muddy Brook, (now part of Brookline), to Mr. Perment, (or Permont, or Porment,) who, in 1635, was "intreated to become scholemaster for the teaching and nurturing of children with us." In 1641, "it is ordered that Deare Island be improved for the maintenance of Free Schoole for the towne." In 1654, "the ten pounds left by the legacy to ye schoole of Boston, by Miss. Hudson, deceased," is let to Capt. Olliver, Under date of August 6, 1636, there is, in the first volume of the Town Records of Boston, a subscription "towards the maintenance of free schoolemaster, Mr. Daniel Maude, being now chosen thereunto." In the provision made in 1645, it is provided that "Indian children shall be taught gratis;" implying that tuition was, or might be, exacted from all others. In 1650, "it is also agreed on that Mr. Woodmansy, ye schoolmaster, shall have fifty pounds p. an. for his teaching ye schollars, and his p. portion to be made up by rate." In a vote passed 1682, authorizing the selectmen to establish one or more "free schools to teach children to write and cypher"—the Committee with the Selectmen allow £25 per annum for each school, "and such persons as send their children to school (that are able) shall pay something to the master for his better encouragement in his work."

Mr. Felt in his Annals of Salem, has given transcripts from the records of that town, which show the gradual development of the Free School, from an endowed school, devoted principally to preparing young men for college, and free only to poor but bright children, who gave promise of becoming good scholars—into a system of public schools, for children of all ages, and of every condition and prospects in life, supported entirely by property tax or public funds In 1641, at the Quarterly Court, Col. Endicott moved "a ffree skoole and therefore wished a whole town meeting about it." In 1644 it is "Ordered that a note be published one the next lecture day, that such as have children to be kept at schoole, would bring in their names and what they will giue for one whole yeare and, also, that if any poore body hath children or a childe, to be put to schoole and not able to pay for their schooling, that the towne will pay it by a rate" In 1670, the selectmen are ordered "to take care to provide a Grammar school master, and agree with him for his mayntenance." He was to have £20 a year from the town, and "half pay for all scollers of the towne, and whole pay from strangers." In 1677, "Mr. Daniel Eppes is called to bee a grammar schoolemaster," "provided hee may haue what shall be annually allowed him, not be a town rate, butt in

and Greek, and were supported in part by payments of tuition or rates by parents. These schools were the well-springs of classical education in this country, and were the predecessors of the incorporated Academies which do not appear under that name until a comparatively recent period.

The only Free Schools provided for in the early legislation of Connecticut were town or county Grammar Schools, to prepare young men for college; and instruction in these schools was not gratuitous. "Beyond the avails of any grant of land, endowment, legacy, or allowance from the common stock," parents, who were able, were assessed a certain rate according to the number and time of attendance of children sent. Thus, under the order of the town-meeting of New Haven, in 1641, above cited, "twenty pounds a year was paid to Ezekiel Cheevers, the present school-master, for two or three years, at first. But that not proving a competent mayntenance, in August, 1644, it was enlarged to thirty pounds a yeare, and so continueth;" and, that this allowance was not all that the school-master received is evident from the following entry, under date of July 8, 1643: "Mr. Cheevers desired 4 – 3 – 6 out of the estate of Mr. Trobridge, wch is justly due to him for teaching of children." This mode of supporting schools was continued in Connecticut in respect to public schools of every grade; a mode which recognizes at once the duty of the parent or guardian of children, and of the public, and encourages endowments so far as not to weaken the sense of parental and public responsibility as to education. Under this system, for one hundred and fifty years prior to the beginning of the present century, Connecticut solved the great problem of universal education so that in 1800 a

some other suteable way." In 1699, "each scholar is to pay 12d a month, and what this lacked should be made up out of the "funds sett apart for ye Grammar schoole." In 1713, "the committee perceiving that 2s a quarter for each boy of the Latin and English schools, in the body of the town, was insufficient, agreed that it should be 2/6 in money, payable at the commencement of the term. Every 'scholar that goes in the winter, to find three feet of wood, or to pay to their masters 4/6 in money, to purchase wood withal.'" In 1729, "Samuel Brown grants unto the Grammar school in Salem, to be kept in or near the town house street, £120 passable money, to make the same a free school, or towards the educating of eight or ten poor scholars, yearly, in the Grammar learning or the mathematics, viz: the mariner's art; the interest thereof to be improved only for that end forever, as a committee, chosen by the town of Salem, for the taking care of said school may direct, with the advice of the minister or ministers of the first church and myself or children or two of the chief of their posterity. Mr Brown then stated, that he gave £60 to the English school so that its income might be applied 'towards making the same a free school, or for learning six poor scholars;' and a like sum 'to a woman's school, the interest thereof to be yearly improved for the learning of six very poor children their letters and to spell and read, who may be sent to said school six or seven months in the year.' He required, that the two last donations should be managed by the same trustees as the first." By slow degrees the system was expanded so as to embrace Evening Schools for children who cannot attend the day Schools, Primary Schools for young children, Intermediate Schools, English High Schools for Girls, English High School for Boys, and a Latin School.

family, "which had suffered so much barbarism as not teach by themselves or others, their children and apprentices so much learning as may enable them to read the English tongue," or even an individual "unable to read the Holy Word of God, and the good laws of the Colony," was not to be met with.*

Mr. Cheever removed to Ipswich, in Massachusetts, in November, 1650, and took charge of the Grammar School, which was established and supported in the same manner as similar schools in other parts of New England. Public spirited individuals made donations, and the Town early set apart land "toward the building and maintaining of a Grammar Schoole and schoole-master," and in 1652 appointed a committee "to disburse and dispose such sums of money as have or may be given" for these objects, with power to enlarge the maintainance of the master, "by appointing from yeare to yeare what each scholar shall yearly or quarterly pay or proportionably." Of his labors here as a teacher, we have been able to gather no memorial—except that from an entry† under date of 1661, it appears that his agricultural operations required a barn, and that he planted an orchard on his homestead—thereby improving the soil of Ipswich as well as the souls of her children, by healthy manual labor. It is to be regretted that the early practice of attaching a house for the occupancy of the master, with a few acres of land for garden, orchard, and the feeding of a cow, adopted with the school from the old world, was not continued with the institution of new schools, down to the present time. It would have given more of professional permanence to the employment of teaching, and prevented the growth of that "barbarism of boarding round," which is still the doom of

* That the same system of Common or Public Schools prevailed in Massachusetts, is not only evident from the early records of Boston, Ipswich, Roxbury, Charlestown, and Salem and other towns in that colony, but it is expressly provided for in the first formal order on the subject of schools, enacted in 1647—"It is therefore ordered yt every towneship in this jurisdiction after ye Lord hath increased ym to ye number of 50 housholders shall then forthwith appoint one within their towne to teach all such children, as shall resort to him to write and reade, whose wages shall be paid either by ye parents or masters of such children, or by ye inhabitants in generall by way of supply, as ye maior part of those yt order ye prudentials of ye towne shall appoint, provided those yt send their children be not oppressed by paying much more yn they can have ym taught for in other townes."

From that time to the present, the laws of the Colony and the State, have made it obligatory on towns to establish and sustain schools, but for near a century and half left them free as to the mode of paying the teacher and providing the incidental expenses of the school. Even after it was made compulsory on the town to keep a literally free school for a certain number of months in each year, out of a tax collected with other taxes of the town, the same school in a majority of the country districts was continued as a subscription or pay school under the same teacher, by the payment by parents of a certain rate for the number of scholars sent. The term of the free school was also prolonged by the system of boarding the teacher round in the families of the district, and by contributions of a certain quantity of wood for each scholar.

† "The barn erected by Ezekiel Cheever, and the orchard planted by him, were after his removal to Charlestown, bought by the feofees, [committee and trustees of the Grammar School] and presented for the use of the master."—*Felt's History of Ipswich.*

the teacher in District Schools in many parts of New England, and operates very powerfully to drive men with families from the service of the public schools.

In November, 1661, Mr. Cheever, after making the Free School at Ipswich "famous in all the country," and thereby, according to Dr. Bentley, making that town rank in literature and population above other towns in the county of Essex, removed to Charlestown, where early efforts had been made to establish a Town Free School, by granting, in 1647, "a rate of fifteen pounds to be gathered of the town," and by the rents of the island," and of "Mystik Wear." Of his labors here we find but scanty memorials. Even in these early days the schoolmaster was not always paid his pittance in due season; did not always find his school-house in good repair, and had reason to complain that other masters "took his scholars," and thereby doubtless diminished his income from rates or quarter bills. On the 3d November, 1666, Mr. Cheever presented the following "motion" to the selectmen:

"First, that they would take care the school house be speedily amended because it is much out of repair.
Secondly, that they would take care that his yearly salary be paid, the constables being much behind with him.
Thirdly, putting them in mind of their promise at his first coming to town, viz. that no other schoolmaster should be suffered, or set up in the town so as he could teach the same, yet now Mr. Mansfield is suffered to teach and take away his scholars."*

After laboring nine years at Charlestown, Mr. Cheever moved over to Boston, Jan. 6th, 1670, where his labors were continued for eight and thirty years—commencing from a period of life when most modern teachers break down. The manner of his engagement to teach the "Free Schoole," which has been known since 1790, as the Latin School,* of Boston, is thus recorded, under the date 22. 10th (December) 1670: "At a Meetinge of the honrd. Govern^{r}. Richard Bellingham, Esq. Major Generall John Leveret, Edward Tynge Esqr Majestrates, Mr. John Mayo, Mr. John Oxenbridge, Mr. Thomas Thatcher, and Mr.

* Frothingham's History of Charlestown, p. 157. In the same year Mr. Frothingham gives an Order of the Selectmen relative to the behavior of children on the Lord's Day, in which Mr. Cheever is introduced: "We judge it our duty to commend it as our affectionate desire to all our inhabitants, concerned herein to further us with their cheerful endeavors, and that each person whom we nominate would in his term sit before the youths pew on Lords day during the morning and evening exercise. It being our joint expectation that all youths under fifteen years of age unless on grounded exemption by us, do constantly sit in some one of those three pews made purposely for them. It is our desire that all parents and governors will require their children and servants of the capacity aforesaid to sit and continue orderly in those pews except mr. Cheevers scholars, who are required to sit orderly and constantly in the pews appointed for them together. It is moreover commended to the conscientious care and endeavour of those that do sit before the youths pews Lords days to observe their carriage, and if any youth shall carry it rudely and irreverently to bring them before one of our magistrates with convincing testimony that due course may be taken with them for the discouragement of them and any others of like profane behavior."

James Allen Eld[rs], Capt. Thomas Lake, Capt. Jamss Olliver, Mr. John Richards, and John Joyliffe selectmen of Bostone. It was ordered and agreed that Mr. Ezechiell Chevers, Mr. Tomson & Mr. Hinksman should be at the Govern[rs] house that day sevennight to treate with them concerninge the free schoole." "At a Meetinge of the same gentlemen" as above, with the addition of Mr. Hezekiah Usher, "it was agreed and ordered that Mr. Ezechiell Cheevers should be called to & installed in the free schoole as head Master thereof, which he, being then present, accepted of: likewise that Mr. Thomson should be invited to be an assistant to Mr. Cheevers in his worke in the schoole; wh[ch] Mr. Tompson, beinge present, desired time to consider of, and to give his answere;—And upon the third day of January, gave his answer to Major Generall Leverett in the negative, he havinge had and accepted of, a call to Charlestowne." On the 6th day of the next month, the same honorable gentlemen, excepting Mr. Usher, "beinge met repaired to the schoole and sent for Mr. Tompson who, when he came, declared his removall to Charlestowne —and resigned up the possestion of the schoole and schoole house to the Govern[r] &ca, who delivered the key and possestion of the schoole house to Mr. Ezechiell Cheevers as the sole Mast[r]. thereof. And it was farther agreed that the said Mr. Cheevers should be allowed sixtie pounds p. an. for his seruice in the schoole, out of the towne rates, and rents that belonge to the schoole—and the possestion, and use of y[e] schoole house."

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* The foregoing transcript from the Town Records are printed from Gould's "*Account of the Free Schools in Boston*," first published in the "Prize Book, No. IV., of the Publick Latin School," in 1823. Mr. Gould (Benjamin A.) was, for twenty-eight years, (1814 to 1838), head master of this school; and, under his administration, it rose from a temporary depression to which it had been gradually falling under his predecessor, into a high state of efficiency, from which it has never again declined. He is still living in the enjoyment of a green old age, which seems to have descended as an heir-loom from Master Cheever to his successors. His Account of the System of Public or Free Schools in Boston was a valuable contribution to the educational literature of the day, and helped to raise public attention in other cities of the state and country to a higher standard of popular education than had been reached or regarded as practicable out of Boston.

The History of "the Free Schools," the public schools and other means of Popular Education generally in Boston, from its first inception in the entreating of "Brother Philemon Pormont to become schoolmaster for the teaching and nurturing of children" in 1634, the setting apart of grants of land, and allowances from the common stock, the protection of trust estates and bequests for school purposes, and the raising of additional maintainance by subscription in 1636 to reduce the rate of tuition in higher, as well as elementary instruction—through all the stages of progress,—the introduction of the dame School, Grammar School, Charity School, Writing School, the admission of girls as well as boys, the Primary School, the English High School, and the Normal School,—the Reformatory and Farm School—the Library,—Social, Incorporated, and Free,—the Public Press, from the Newsletter of 1704, to the Quarterly, Monthly, Weekly, and Daily issue,—the Debating Class and Public Lecture in all their agencies and helps of self-education and social and literary amusement, as well as of scientific research—a History of Public Schools and Popular Education in Boston from 1630 to 1855, embracing a connected view of all the institutions and agencies which supply the deficiency, and determine the character of the instruction given in the Homes and the Schools of a people, would be one of the most valuable contributions, which could be made to the History of American Civilization and the Progress of Society

The SCHOOL HOUSE into which Mr. Cheever was installed as the "sole Master," by the Honourable Govenor, and Magistrates of the Colony, the Elders of the Churches, and Selectmen of the Town of Boston, and in which he continued to sway "the rod of empire" for thirty-five years over "govenors, judges, ministers, magistrates, and merchants yet in their teens," is thus represented.*

The SCHOOL itself under his long, faithful, and distinguished services became the principal classical school not only of Massachusetts Bay, but according to Rev. Dr. Prince, "of the British Colonies, if not of all America."

* For this vignette of Mr. Cheever's School-house, we are indebted to the Rev. Edward E. Hale, of Worcester.

"Cheever's school-house occupied land on the North side of School street, nearly opposite the present Horticultural Hall. It was large enough to contain one hundred and fifty pupils. At the present time, the east wall of the Stone Chapel stands on the site of the old building, which was removed, after much controversy, to make room for the building of the Chapel, in 1748. The outline of the old building, and some general sketch of its appearance appear on an old map of Boston, dated 1722, of which, a copy is now in possession of Mr. Pulsifer, of Boston. On this map, every building was represented, on the spot it occupied, with some effort at precision. From this map Cheever's school-house is represented in this sketch. King's Chapel is drawn from a view of more pretensions, representing the whole town, from a point above the harbor, in 1744. In that view, unfortunately, Cheever's school-house does not appear. As King's Chapel was materially enlarged in 1710, it has been represented here as being, in Cheever's time, somewhat shorter than in the authority alluded to. In an early print, described by Dr. Greenwood, a crown was represented below its vane, which has, therefore, been placed there in this sketch."

Mr. Gould introduces into his notice of the controversy which attended the removal of the old school house, to make room for an enlargement of the church, the following impromptu epigram written by Joseph Green, Esqr., and sent to Mr. Lovell in the School, when it was announced that the town had agreed to grant permission to the proprietors of King's Chapel to take down the old house.

> A fig for your learning: I tell you the Town,
> To make the *church* larger, must pull the *school* down.
> Unluckily spoken, replied Master Birch—
> Then *learning*, I fear, stops the growth of the *Church*.

We are also indebted to the Rev. Edward Everett Hale, for the opportunity of consulting his own "*Notes for a History of the Latin School of Boston,*" [in which he has transcribed one of Cheever's Latin Dissertations from the "Cheever Manuscripts," in the Massachusetts Historical Society, and a synopsis of the rest, as well as a letter in Latin to his son, afterward the Rev. T. Cheever, of Marblehead, who had asked his consent to marry a young lady of Salem,] and other valuable memoranda and assistance.

Some light is thrown on the internal economy of the school under Mr. Cheever's charge, of the age at which pupils were admitted, the motives to study and good behavior appealed to, the punishments inflicted, as well as on the importance attached to religious training in the family and the school at that day, in the biographies of several of his pupils who became eminent in after life.

The Autobiography of the *Rev. John Barnard, of Marblehead, drawn up by him, in 1766, in the 85th year of his age, at the request of the Rev. Dr. Stiles, of Yale College, and printed for the first time in the Collections of the Massachusetts Historical Society—Third series, Vol. V., p. 177 to 243, contains a sketch of his school experience under Mr. Cheever's tuition, and glimpses of the family and college training of that early day. In the extracts which follow, the chasms are found in the mutilated manuscript, and the words printed in Italics are inserted from conjecture by the Publishing Committee of the Society.

"I was born at Boston, 6th November 1681; descended from reputable parents, viz. John and Esther Barnard, remarkable for their piety and benevolence, who devoted me to the service of God, in the work of the ministry from my very birth; and accordingly took special care to instruct me themselves in the principles of the Christian religion, and kept me close at school to furnish my young mind with the knowledge of letters. By that time I had a little passed my sixth year, I had left my reading-school, in the latter part of which my mistress made me a sort of usher, appointing me to † teach some children that were older than myself, as well as smaller ones; and in which time I had read my Bible through thrice. My parents thought me to be weakly, because of my thin habit and pale countenance, and therefore sent me into the country, where I spent my seventh summer, and by the change of air and diet and exercise I grew more fleshy and hardy; and that I might not lose my reading, was put to a school-mistress, and returned home in the fall.

In the spring 1689, of my eighth year I was sent to the grammar-school,

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* Of the author of this autobiography, the Rev. Dr. Chauncey, of Boston, in a letter to Dr. Stiles, dated May 6, 1768, says: "He is now in his eighty-seventh year. I esteem him one of our greatest men. He is equalled by few in regard either of invention, liveliness of imagination, or strength and clearness in reasoning." On the burning of the Library of Harvard College, in 1764, he presented many books from his own library, and imported others from England to the value of ten pounds sterling; and, in his will, bequeathed two hundred pounds to the same institution. He died January 24, 1770, in the eighty-ninth year of his age. "Of his charities," he remarks, in his autobiography, "I always thought the tenth of my income due to our great Melchisedeck. My private ones are known unto God; but, there is one way of service I venture to tell you of; I have generally kept two boys of poor parents at school, and, by this means, have been instrumental in bringing up, from unlikely families, such as have made good men, and valuable members of the Commonwealth."

† It appears from this statement that this unnamed school-mistress adopted the monitorial system a century and more before Bell, or Lancaster, or their respective adherents convulsed the educational world of England by their claims to its authorship. She applied the principle of mutual instruction which is as old as the human family, and which has been tried to some extent, in all probability, in the instruction and discipline of many schools in every age of the world. Certain it is, that the system, with much of the modern machinery of monitors, was adopted by Trotzendorf, in Germany, in the sixteenth century, and by Paulet in France, many years before these two champions of an economical system of popular education, by means of one head master, with boys and girls for assistants, in a school of many hundred children, ever set up their model schools in Madras or London.

under the tuition of the aged, venerable, and justly famous Mr. Ezekiel Cheever. But after a few weeks, an odd accident drove me from the school. There was an older lad entered the school the same week with me; we strove who should outdo; and he beat me by the help of a brother in the upper class, who stood behind master with the accidence open for him to read out off; by which means he could recite his * * three and four times in a forenoon, and the same in the afternoon; but I who had no such help, and was obliged to commit all to memory, could not keep pace with him; so that he would be always one lesson before me. My ambition could not bear to be outdone, and in such a fraudulent manner, and therefore I left the school. About this time arrived a dissenting minister from England, who opened a private school for reading, writing, and Latin. My good father put me under his tuition, with whom I spent a year and a half. The gentleman receiving but little encouragement, threw up his school, and returned me to my father, and again I was sent to my aged Mr. Cheever, who placed me in the lowest class; but finding I soon read through my * * *, in a few weeks he advanced me to the * * *, and the next year made me the head of it.

In the time of my absence from Mr. Cheever, it pleased God to take to himself my dear mother, who was not only a very virtuous, but a very intelligent woman. She was exceeding fond of my learning, and taught me to pray. My good father also instructed me, and made a little closet for me to retire to for my morning and evening devotion. But, alas! how childish and hypocritical were all my pretensions to piety, there being little or no serious thoughts of God and religion in me. * * * * * * * * * * *

Though my master advanced me, as above, yet I was a very naughty boy, much given to play, insomuch that he at length openly declared, "You Barnard, I know you can do well enough if you will; but you are so full of play that you hinder your classmates from getting their lessons; and therefore, if any of them cannot perform their duty, I shall correct you for it." One unlucky day, one of my classmates did not look into his book, and therefore could not say his lesson, though I called upon him once and again to mind his book: upon which our master beat me. I told master the reason why he could not say his lesson was, his declaring he would beat me if any of the class were wanting in their duty; since which this boy would not look into his book, though I called upon him to mind his book, as the class could witness. The boy was pleased with my being corrected, and persisted in his neglect, for which I was still corrected, and that for several days. I thought, in justice, I ought to correct the boy, and compel him to a better temper; and therefore, after school was done, I went up to him, and told him I had been beaten several times for his neglect; and since master would not correct him I would, and I should do so as often as I was corrected for him; and then drubbed him heartily. The boy never came to school any more, and so that unhappy affair ended.

Though I was often beaten for my play, and my little roguish tricks, yet I don't remember that I was ever beaten for my book more than once or twice. One of these was upon this occasion. Master put our class upon turning Æsop's Fables into Latin verse. Some dull fellows made a shift to perform this to acceptance; but I was so much duller at this exercise, that I could make nothing of it; for which master corrected me, and this he did two or three days going. I had honestly tried my possibles to perform the task; but having no poetical fancy. nor then a capacity opened of expressing the same idea by a variation of phrases, though I was perfectly acquainted with prosody, I found I could do nothing; and therefore plainly told my master, that I had diligently labored all I could to perform what he required, and perceiving I had no genius for it, I thought it was in vain to strive against nature any longer; and he never more required it of me, Nor had I any thing of a poetical genius till after I had been at College some time, when upon reading some of Mr. Cowley's works, I was highly pleased, and a new scene opened before me.

I remember once, in making a piece of Latin, my master found fault with the syntax of one word, which was not so used by me heedlessly, but designedly, and therefore I told him there was a plain grammar rule for it. He angrily replied, there was no such rule. I took the grammar and showed the rule to him. Then he smilingly said, "Thou art a brave boy; I had forgot it." And no wonder; for he was then above eighty years old.

We continue these extracts beyond the passages which relate to Mr. Barnard's experience in Mr. Cheever's school, because they throw light on college life at that time.

"From the grammar school I was admitted into the college, in Cambridge, in New England, in July, 1696, under the Presidentship of the very reverend and excellent Dr. Increase Mather, (who gave me for a thesis, *Habenti dabitur*,) and the tutorage of those two great men, Mr. John Leverett, (afterwards President,) and Mr. William Brattle, (afterwards the worthy minister of Cambridge.) Mr. Leverett became my special tutor for about a year and a half, to whom succeeded Mr. Jabez Fitch, (afterwards the minister of Ipswich with Mr. John Rogers, who, at the invitation of the church in Portsmouth, New Hampshire, removed to them.) Upon my entering into college, I became chamber-mate, the first year, to a senior and a junior sophister; which might have been greatly to my advantage, had they been of a studious disposition, and made any considerable progress in literature. But, alas! they were an idle pack, who knew but little, and took no pains to increase their knowledge. When therefore, according to my disposition, which was ambitious to excel, I applied myself close to books, and began to look forward into the next year's exercises, this unhappy pair greatly discouraged me, and beat me off from my studies, so that by their persuasions I foolishly threw by my books, and soon became as idle as they were. Oh! how baneful is it to be linked with bad company! and what a vile heart had I to hearken to their wretched persuasions! I never, after this, recovered a good studious disposition, while I was at college. Having a ready, quick memory, which rendered the common exercises of the college easy to me, and being an active youth, I was hurried almost continually into one diversion or another, and gave myself to no particular studies, and therefore made no great proficiency in any part of solid learning. * * * * * * * * * * * *

In July, 1700, I took my first degree, Dr. Increase Mather being President; after which I returned to my honored father's house, where I betook myself to close studying, and humbling myself before God with fasting and prayer, imploring the pardon of all my sins, through the mediation of Christ; begging the divine Spirit to sanctify me throughout, in spirit, soul, and body, and fit me for, and use me in the service of the sanctuary, and direct and bless all my studies to that end. I joined to the North Church in Boston, under the pastoral care of the two Mathers. Some time in November, 1702, I was visited with a fever and sore throat, but through the mercy of God to a poor sinful creature, in a few days I recovered a good state of health; and from that time to this, November, 1766, I have never had any sickness that has confined me to my bed.

While I continued at my good father's I prosecuted my studies; and looked something into the mathematics, though I gained but little; our advantages therefor being noways equal to what they have, who now have the great Sir Isaac Newton, and Dr. Halley, and some other mathematicians, for their guides. About this time I made a visit to the college, as I generally did once or twice a year, where I remember the conversation turning upon the mathematics, one of the company, who was a considerable proficient in them, observing my ignorance, said to me he would give me a question, which if I answered in a month's close application, he should account me an apt scholar. He gave me the question. I, who was ashamed of the reproach cast upon me, set myself hard to work, and in a fortnight's time returned him a solution of the question, both by trigonometry and geometry, with a canon by which to resolve all questions of the like nature. When I showed it to him, he was surprised, said it was right, and owned he knew no way of resolving it but by algebra, which I was an utterly stranger to. I also gave myself to the study of the Biblical Hebrew, turned the Lord's prayer, the creed, and part of the Assembly's Catechism into Hebrew, (for which I had Dr. Cotton Mather for my corrector,) and entered on the task of finding the radix of every Hebrew word in the Bible, with designs to form a Hebrew Concordance; but when I had proceeded through a few chapters in Genesis, I found the work was done to my hand by one of the Buxtorfs. So I laid it by. * *

About two months before I took my second degree, the reverend and deservedly famous Mr. Samuel Willard, then Vice-President, called upon me, (though I lived in Boston,) to give a common-place in the college hall; which I did, the

latter end of June, from 2. Peter, i. 20, 21, endeavoring to prove the divine inspiration and authority of the holy Scriptures. When I had concluded, the President was so good as to say openly in the hall, '*Bene fecisti, Barnarde, et gratias ago tibi.*' Under him I took my second degree in July, 1703."

In Turrell's "Life and Character of Rev. Benjamin Colman, D. D., late pastor of a church in Boston, New England, who deceased August 29, 1747," and published in 1749, there is the following sketch of the school life of this eminent divine.

"He was of a tender constitution from his birth, and very backward in his *speech* and *reading* till he arrived to the age of *five years;* when, at once, he grew forward in both, and entered (in 1678) young and small into the *Grammar School* under the tuition of the venerable and learned Mr. *Ezekiel Cheever.* His sprightly genius and advances in learning were soon (with pleasure) observed by his *preceptor*, insomuch, that, in his first and second years, he was several times called upon by him to reprove and shame some *dull boys* of upper forms, when they grosly failed in their catechism and some low exercises. He was fired with a laudable ambition of excelling at his book, and a fear of being outdone. By his industry at home, he always kept foremost, or equal to the best of the form at school; and, a great advantage he had (which, at that time, gave him no little (pain in the promptness, diligence, and brightness of his intimate companion, *Prout*, who used to spend his hours out of school, generally, in studies with him, the two or three last years of his life; and, their *preceptor* used, openly, to compare their exercises, and, sometimes, declare he knew not which were best, and, bid *Colman* take heed, for, the first time he was outdone, *Prout* should have his place. But, alas! a violent fever seized the lovely, shining, ambitious boy, and suddenly carried him to an higher form, to the great grief as well as hurt of *Colman*, who was now left without a rival, and, so without a spur to daily care and labour. However, he followed his studies so well that he was qualified for an admission into *Harvard* College in the year 1688.

His early piety was equal to his learning. His pious Mother (as he records it, to her eternal honour), like *Lemuel's*, travailed in pain through his infancy and childhood for the new birth; and, to her instructions and corrections added her commands and admonitions respecting every thing that was religious and holy; and, in a particular manner, about the duty of praying to God in secret, and, also, caused him and her other children to retire and pray together, and for one another on the Lord's Days at noon.

While a *school-boy* for a course of years, he and some of his companions, by their own proposal to each other, under the encouragement of their *parents*, and, with the consent of their *preceptor*, used to spend a part of *Saturdays* in the afternoon in prayer together at the house of Mr. *Colman*, which continued until their leaving the school and going to college: *Mather*, *Baker*, *Prout*, *Pool*, *Townsend* were of this number; and, for the most part, behaved decently and seriously in these early exercises of piety and devotion.

After his admission into college, he grew in piety and learning, and in favor with God and man. He performed all his exercises to good acceptance; many of them had the applauses of his learned tutor, Mr. *John Leverett.* He was much animated to the study of the liberal sciences, and to make the utmost improvement in them from the shining example of the excellent *Pemberton*, who was a year before him in standing. To be next to him seems to bound his ambition until he passed his degrees of Batchelor and Master of Arts, which he did in the years 1692 and 95, under the Presidentship of the memorable Dr. *Increase Mather.* When he pronounced the public Oration, on taking his Master's Degree, his thin and slender appearance, his soft and delicate voice, and the red spots in his cheeks, caused the audience in general to conclude him bordering on a consumption, and to be designed but for a few weeks of life.

From the bright but brief career of young Prout, and from the "red spots" on the cheeks of the gifted Colman, we fear that Mr. Cheever did not always temper the undue ardor of his pupils.

Of Mr. Cheever's discipline, we may form some notion from the testimony of his pupils. The following lines from Coote's "English Schoolmaster," a famous manual* of that day in England, may have been the substance of his "school code."

THE SCHOOLMASTER TO HIS SCHOLARS.

"My child and scholar take good heed
unto the words that here are set,
And see thou do accordingly,
or else be sure thou shalt be beat.

First, I command thee God to serve,
then, to thy parents, duty yield;
Unto all men be courteous,
and mannerly, in town and field.

Your cloaths unbuttoned do not use,
let not your hose ungartered be;
Have handkerchief in readiness,
Wash hands and face, or see not me.

Lose not your books, ink-horns, or pens,
nor girdle, garters, hat or band,
Let shooes be tyed, pin shirt-band close,
keep well your hands at any hand.

If broken-hos'd or shoe'd you go,
or slovenly in your array,
Without a girdle, or untrust,
then you and I must have a fray.

If that thou cry, or talk aloud,
or books do rend, or strike with knife;
Or laugh, or play unlawfully,
then you and I must be at strife.

If that you curse, miscall, or swear,
if that you pick, filch, steal, or lye;
If you forget a scholar's part,
then must you sure your points untye.

If that to school you do not go,
when time doth call you to the same;
Or, if you loiter in the streets,
when we do meet, then look for blame.

Wherefore, my child, behave thyself,
so decently, in all assays,
That thou may'st purchase parents love,
and eke obtain thy master's praise."

Although he was doubtless a strict disciplinarian, it is evident, from the affectionate manner in which his pupils, Mather, Barnard, and Colman speak of him, and the traditionary reputation which has descended with his name, that his venerable presence was accompanied by "an agreeable mixture of majesty and sweetness, both in his voice and countenance," and that he secured at once obedience, reverence, and love.

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* The following is the title-page of this once famous school-book, printed from a copy of the fortieth edition, presented to the author of this sketch, by George Livermore, Esq., of Cambridge, Mass.

"THE
ENGLISH
SCHOOL-MASTER.

Teaching all his Scholars, of what age so ever, the most easy, short, and perfect order of distinct Reading, and true Writing our English-tongue, that hath ever yet been known or published by any.

And further also, teacheth a direct course, how many unskilful person may easily both understand any hard English words, which they shall in Scriptures, Sermons, or else-where hear or read; and also be made able to use the same aptly themselves; and generally whatsoever is necessary to be known for the *English* speech: so that he which hath this book only needeth to buy no other to make him fit from his Letters to the *Grammar-School*, for an *Apprentice*, or any other private use, so far as concerneth *English*: And therefore it is made not only for Children, though the first book be meer childish for them, but also for all other; especially for those that are ignorant in the *Latin* Tongue.

In the next Page the *School-Master* hangeth forth his Table to the view of all beholders, setting forth some of the chief Commodities of his profession.

Devised for thy sake that wantest any part of this skill; by *Edward Coote*, Master of the Free-school in Saint *Edmund's-Bury*.

Perused and approved by publick Authority; and now the 40 *time Imprinted: with certain Copies to write by, at the end of this Book, added.*

Printed by *A. M.* and *R. R.* for the Company of *Stationers*, 1680

Of the text-books used by Mr. Cheever,—to what extent the New England Primer had superseded the Royal Primer of Great Britain,—whether James Hodder encountered as sharp a competition as any of the Arithmeticians of this day,—whether Lawrence Eachard, or G. Meriton, gave aid in the study of Geography at that early day, we shall not speak in this place, except of one of which he was author.*

During his residence at New Haven he composed The Accidence, "*A short introduction to the Latin Tongue*," which, prior to 1790, had passed through twenty editions, and was for more than a century the hand-book of most of the Latin scholars of New England. We have before us a copy of the 20th edition, with the following title page:

"A SHORT
INTRODUCTION
TO THE
LATIN LANGUAGE:
For the Use of the
Lower Forms in the Latin School.
Being the
ACCIDENCE,
Abridged and compiled in that most easy and accurate Method, wherein the famous Mr. EZEKIEL CHEEVER taught, and which he found the most advantageous, by Seventy Year's Experience.
To which is added,
A CATALOGUE of Irregular Nouns, and Verbs, disposed Alphabetically.
The Twentieth Edition.
SALEM:
Printed and Sold by *Samuel Hall*, MDCCLXXXV."

This little book embodies Mr. Cheever's method of teaching the rudiments of the Latin language, and was doubtless suggested or abridged from some larger manual used in the schools of London at the time, with alterations suggested by his own scholarly attainments, and his experience as a teacher. It has been much admired by good judges for its clear, logical, and comprehensive exhibition of the first principles and leading inflexions of the language. The Rev. Samuel Bentley, D. D., of Salem, (born 1758, and died 1819), a great antiquarian and collector of school-books, in some "Notes for an Address on Education," after speaking of Mr. Cheever's labors at Ipswich as mainly instrumental in placing that town, "in literature and population, above all the towns of Essex County," remarks:—

"His Accidence was the wonder of the age, and though, as his biographer and pupil, Dr. Cotton Mather, observed, it had not excluded the original grammar, it passed through eighteen editions before the Revolution, and had been used as generally as any elementary work ever known. The familiar epistles of this master to his son, minister of Marblehead, are all worthy of the age of Erasmus, and of the days of Ascham.

"Before Mr. Cheever's Accidence obtained, Mr. John Brinsley's method had obtained, and this was published in 1611, three years before Cheever was born It is in question and answer, and was undoubtedly known to Cheever, who has availed himself of the expression, but has most ingeniously reduced it to the form

* Unless some one, with more abundant material in hand, will undertake the task, we shall prepare ere long a Paper on the Early School Books of this country, published prior to 1800, with an approximation, at least, to the number issued since that date.

of his Accidence,—134 small 4to pages to 79 small 12mo., with the addition of an excellent Table of Irregular Verbs from the great work of the days of Roger Ascham."*

We have not been able to obtain an earlier edition of this little work than the one above quoted, or to ascertain when, or by whom, it was first printed.† An edition was published so late as 1838, under the title of CHEEVER'S LATIN ACCIDENCE, with an announcement on the title-page that it was "used in the schools of this country for more than a hundred and fifty years previous to the close of the last century." This edition is accompanied by letters from several eminent scholars and teachers highly commendatory of its many excellencies, and hopeful of its restoration to its former place in the schools. President Quincy, of Harvard College, says: "It is distinguished for simplicity, comprehensiveness, and exactness; and, as a primer or first elementary book, I do not believe it is exceeded by any other work, in respect to those important qualities." Samuel Walker, an eminent instructor of the Latin language, adds: "The Latin Accidence, which was the favorite little book of our youthful days, has probably done more to inspire young minds with the love of the study of the Latin language than any other work of the kind since the first settlement of the country. I have had it in constant use for my pupils, whenever it could be obtained, for more than fifty years, and have found it to be the best book, for beginners in the study of Latin, that has come within my knowledge."

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* Mr John Brinsley, author of the Latin Accidence referred to, was the author of a little work on English Grammar, printed in 1622, with the following title:—

"A
CONSOLATION
For Our GRAMMAR
SCHOOLES;
OR,
A faithful and most comfortable incouragement for laying of a sure foundation of a good Learning in our Schooles, and for prosperous building thereupon.
More Specially for all those of the inferior sort, and all ruder countries and places; namely, for Ireland, Wales, Virginia, with the Sommer Islands, and for their more speedie attaining of our English tongue by the same labour, that all may speake one and the same Language. And withall, for the helping of all such as are desirous speedlie to recover that which they had formerlie got in the Grammar Schooles: and to proceed aright therein, for the perpetuall benefit of these our Nations, and of the Churches of Christ.
LONDON:
Printed by Richard Field for Thomas Man. dwelling in Paternoster Row, at the Sign of the Talcot, 1622; *small* 4to.

Epistle, dedicatory, and table of contents, pp. 1 c84 and Examiner's Censure, pp. 2.

This rare treatise is in the Library of George Brinley, Esq., of Hartford, Conn.

† Since the above paragraph was in type, we have seen four other editions of the Accidence the earliest of which is the seventh, printed in Boston, by B. Edes & S. Gill, for I. Edwards & I. and T. Leverett, in Cornhill, MDCCIV. For an opportunity of consulting these editions an original edition of Dr. Cotton Mather's Funeral Sermon on the occasion of Cheever's death, and several other authorities referred to in this sketch, we are indebted to George Brinley, Esq., of Hartford, who has one of the largest and choicest collection of books and pamphlets, printed in New England, or relating to its affairs, civil and ecclesiastical,—state, town, church, and individual, to be found in the country.

Mr. Cheever was also the author of a small treatise of thirty-two pages, of which, the only copy we have seen [in Harvard University Library] was published forty-nine years after his death, and entitled—

"Scripture Prophecies Explained
IN THREE SHORT
ESSAYS.
I. *On the Restitution of all things,*
II. *On St. John's first Resurrection,*
III. *On the personal coming of Jesus Christ,*
As commencing at the beginning of the MILLENNIUM, described in the Apocalypse.
By EZEKIEL CHEEVER,
In former days Master of the Grammar School in Boston.
'We have a more sure word of Prophecy, whereunto ye do well that ye take heed, &c.'
BOSTON,
Printed and sold by Green & Russell, at their Printing Office, in Queen-street. MDCCLVII."

The author concludes his last Essay as follows:—

"*Lastly.* To conclude, this personal coming of CHRIST at or before the beginning of the thousand years, is no other but the second coming of CHRIST, and great day of judgment, which the Scripture speaks of, and all Christians believe, and wait for, only there are several works to be performed in the several parts of this great day. The first works, in the first part or beginning of this day, is to raise the Saints; destroy his enemies with temporal destruction; to set up his kingdom; to rule and reign on the earth, with his raised and then living Saints, a thousand years; after that, in the latter part of the day, to destroy *Gog* and *Magog:* To enter upon the last general judgment, raising the wicked, judging them according to their works, and *casting them into the lake of fire, which is the second death.* All this, from first to last, is but one day of judgment; *that great and terrible day of the Lord*, and is but one coming, which is his second, as we plead for. After this, the work being finished, CHRIST will deliver up his mediatory kingdom to his FATHER, and, himself, become a subject, that GOD may be all in all. With this interpretation, all the Scriptures alleged, and many more, will better agree and harmonize in a clear and fair way, not crossing any ordinary rules given of interpreting Scripture than in restraining CHRIST's personal coming to the work and time of the last judgment. And, though many of these Scriptures may have a spiritual meaning, and, may be already in part fulfilled, which I deny not, yet that will not hinder, but that they may have a literal sense also."

Of Mr. Cheever's personal history; after he removed to Boston, we have been successful in gathering but few particulars not already published. From a petition addressed by him to Sir Edmund Andross, in 1687, some seventeen years after he removed to Boston, it appears, that he was then in prime working order as a teacher—still enjoying his "wonted abilities of mind, health of body, vivacity of spirit, and delight in his work." The following is the petition copied from the Hutchinson Papers in the Massachusetts Historical Society and printed by Mr. Gould:

"*To His Excellency, Sir Edmund Andross, Knight, Governor and Captain General of His Majesty's territories and dominions in New England.*

"The humble petition of Ezekiel Cheever of Boston, schoolmaster, sheweth that your poor petitioner hath near fifty years been employed in the work and office of a public Grammar-schoolmaster in several places in this country. With what acceptance and success, I submit to the judgment of those that are able to testify. Now seeing that God is pleased mercifully yet to continue my wonted abilities of mind, health of body, vivacity of spirit, delight in my work, which alone I am any way fit and capable of, and whereby I have my outward subsistence,—I most humbly entreat your Excellency, that according to your former kindness

so often manifested, I may by your Excellency's favor, allowance and encouragement, still be continued in my present place. And whereas there is due to me about fifty-five pounds for my labors past, and the former way of that part of my maintenance is thought good to be altered,—I with all submission beseech your Excellency, that you would be pleased to give order for my due satisfaction, the want of which would fall heavy upon me in my old age, and my children also, who are otherwise poor enough. And your poor petitioner shall ever pray, &c.

Your Excellency's most humble servant,

EZEKIEL CHEEVER."

He died,* according to Dr. Mather, "on Saturday morning, August 21, 1708—in the ninety-fourth year of his age; after he had been a skillful, painful, faithful schoolmaster for seventy years, and had the singular favor of Heaven, that though he had usefully spent his life among children, yet he was not become *twice a child*, but held his abilities, in an unusual degree, to the very last,"—"his intellectual force as little abated as his natural." It was his singular good fortune to have lived as an equal among the very founders of New England, with them of Boston, and Salem, and New Haven,—to have taught their children, and their children's children, unto the third and fourth generation—and to have lingered in the recollections of his pupils and their children, the model and monument, the survivor and representative of the Puritan and Pilgrim stock, down almost to the beginning of the present century.

President Stiles of Yale College, in his Literary Diary, 25th April 1772, mentions seeing the "Rev. and aged Mr. Samuel Maxwell, of Warren," R. I., in whom "I have seen a man who had been acquainted with one of the original and first settlers of New England, now a rarity."† "He told me he well knew the famous Grammar schoolmaster, Mr. E. Cheever of Boston, author of the Accidence; that he wore a long white beard, terminating in a point; that when he stroked his beard to the point, it was a sign for the boys to stand clear." In another entry, made on the 17th of July 1774, Dr. Stiles, after noting down several dates in the life of Mr. Cheever, adds, "I have seen those who knew the venerable saint, particularly the Rev. John Barnard, of Marblehead, who was fitted for college by him, and entered 1698." Rev. Dr. Mather, in 1708, speaks of him not only as his master, seven and thirty years ago, but, also, "as master to my betters, no less than seventy years ago; so long ago, that I must even mention my father's tutor for one of them."

* "Venerable," says Governor Hutchinson, in his History of Massachusetts, (Vol. II., page 175, Note), "not merely for his great age, 94, but for having been the schoolmaster of most of the principal gentlemen in Boston, who were then upon the stage. He is not the only master who kept his lamp longer lighted than otherwise it would have been by a supply of oil from his scholars."

† There is now living in Bangor, Maine, "Father Sawyer," who was born in Hebron, Conn., in Nov., 1755, and who has preached the gospel for 70 years. He knew Rev. John Barnard, of Marblehead, a pupil of Mr. Cheever. These three persons connect the present with the first generation of New England.

He was buried, according to an entry of Judge Sewall in his manuscript Diary,* under date of August 23, "from the school-house. The Governor, Councillors, Ministers, Justices, Gentlemen being there. Mr. Williams (his successor in the school) made a handsome oration in his honor."

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* We are indebted to Rev. Samuel Sewall of Burlington, Mass., for the following transcript from the manuscript Diary of Judge Sewall:

"Feria septima. August 21st (1708). Mr. Edward Oakes tells me, Mr. Chiever died this last night. N. He was born January 25th 1614. Came over to New England 1637, to Boston, land to New Haven 1638. Married in the Fall, and began to teach School, which work he was constant in till now; first at New Haven; then at Ipswich; then at Charlestown; then at Boston, wither he came in 1673; so that he has labored in that calling skillfully, diligently, constantly, religiously, seventy years—a rare instance of Piety, Health, Strength, and Serviceableness. The welfare of the Province was much upon his spirit. *He abominated Periwigs.*"

The Rev. Mr Sewall, in communicating the above transcript, adds the following remarks by the way of postscript. "Though Judge Sewall wrote the Sentence underscored last, yet it was not as what he conceived to be the *climax* of the characteristic excellence he had ascribed to good Master Cheever, but as a fact which happened to come into his mind as he was writing, and which he regarded as a recommendation of Mr. Cheever. In his prejudice against Periwigs, he was not singular. Such men as Rev. John Eliot was alike opposed to them; and Rev. Solomon Stoddard of Northampton wrote against them."

The assault of "the learned and reverend Mr. Stoddard," of Northampton, on Periwigs, was in a letter addressed to a distinguished citizen, no other than Chief Justice Sewall, and published at Boston, with other matters, in a pamphlet, in 1722, entitled "*An answer to some cases of Conscience respecting the Country.*" After disposing of some grave questions touching the oppression of the poor and ignorant by the knowing and crafty, in selling at an exorbitant profit, in depreciating the currency of the country, in taking advantage of the necessities of a man in debt, the author passes to the consideration of the lawfulness in the light of scripture, of men wearing their hair long, or of cutting it off entirely, for the purpose of substituting the hair of other persons, and even of horses and goats. "Although I cannot condemn them universally, yet, in wearing them, there is abundance of sin. *First*, when men do wear them, needlessly, in compliance with the fashion. *Secondly*, when they do wear them in such a ruffianly way as it would be utterly unlawful to wear their own hair in. Some of the wigs are of unreasonable length; and, generally, they are extravagant as to their bushiness." He not only condemns the wig because it is "wasteful as to cost, but, because it is contrary to gravity." "It makes the wearers of them look as if they were more disposed to court a maid than to bear upon their hearts the weighty concernments of God's kingdom."

But, Mr. Stoddard and Mr. Cheever were not alone in their abhorence of wearing periwigs. The Apostle Eliot, talked, prayed, and preached for its suppression. The legislative authorities of Massachusetts denounced "the practice of mens wearing their own or other's hair made into periwigs." It was made a test of godliness and church-membership. In spite of the authority given to the custom by William Penn, who, according to his biographer, "had four wigs with him, which cost him twenty pounds," the Friends, in their monthly session, at Hampton, in 1721, made this decision: "It was concluded by this meeting that the wearing of extravagant, superfluous wigs is altogether contrary to truth." In the second church of Newbury, in 1752, one Richard Bartlett was "dealt with": *First*, our said brother refuses communion with the church for no other reason, but because the pastor wears a wig, and because the church justifies him in it; setting up his own opinion in opposition to the church, contrary to that humility which becomes a Christian. *Second*, and farther, in an unchristian manner, he censures and condemns both pastor and church as anti-Christian on the aforesaid account, and he sticks not, from time to time, to assert, with the greatest assurance, that all who wear wigs unless they repent of that particular sin, before they die, will certainly be damned, which we judge to be a piece of uncharitable and sinful rashness." This custom prevailed in England and France, as well as in this country, and there, as well as here, provoked the attacks of the pulpit and the satirist, but gradually disappeared, or gave place to other fashions of the toilet, if not quite so monstrous, full as expensive and as absurd. "There is no accounting for taste." See Felt's *Customs of New England.*

Rev. Dr. Cotton Mather "improved the occasion" of the death of this "faithful, successful, venerable, and beloved teacher," by preaching a Funeral Sermon, in which he set forth in his own peculiar pedantic manner and style, the duty of towns and parents to provide schools, employ, pay, and honor competent teachers, and look diligently after the good education of children. This sermon, which the author pronounces *A doing of Justice*, was printed with the following title page.

Corderius Americanus.
AN ESSAY
UPON
The Good EDUCATION of CHILDREN.
And what may Hopefully be Attempted, for the *Hope of the FLOCK.*
IN A
FUNERAL SERMON
UPON
MR. EZEKIEL CHEEVER
The *Ancient* and *Honourable* MASTER of the FREE-SCHOOL in *Boston.*
Who left off, but when Mortality took him off, in *August*, 1708,
the Ninety Fourth Year of his Age.
With an ELEGY and EPITAPH upon him.
By one that was once a Scholar to him.
Vester [CHEEVERUS,] *cum sic moritur, non moritur*

BOSTON, Printed by *John Allen*, for *Nicholas Boone*, at the Sign of the *Bible* in *Cornhill*, near the Corner of *School-street.* 1708.

From this pamphlet, now rarely to be met with even in the collections of antiquarians and Historical Societies, we proceed to give some extracts, both for the light they throw on the character and services of Ezekiel Cheever, and for the substantial and wholesome doctrine, which is as good now as it was a hundred and fifty years ago, when it was uttered by Dr. Mather. His motives for publishing the Sermon and Essay, are thus set forth in the "Historical Introduction":

"DUTY to the Merit and Memory of my Departed MASTER, is now in its Operation. The *Fifth Commandment* well considered will demand such a Duty. When *Quirinus* made a Marble Monument for his *Master*, there was this Effect of it, *Invisunt Locum Studiosi Juvenes frequenter, ut hoc Exemplo Edocti, quantum Discipuli ipsi præceptoribus fuis debeant, perpetuo meminisse velint. Scholars* that saw it, Learnt from the Sight what Acknowledgments were due from *Scholars* to their *Masters*. I with my little feeble *Essay* for *Mine*, may in any measure animate the Gratitude of any *Scholars* to their Well-deserving *Tutors.*

A due Care about a *Funeral* for the Dead, among the *Jews* had that Phrase for it; *A Bestowing of Mercy.* But the *Sermon* which I have Employ'd on the *Funeral* of my *Master*, must be called; *A Doing of Justice.* And I am very much misinformed, if this were not the *General Voice* of all the Auditory.

After apologizing for the imperfection of his work, and giving the principal incidents in the life of Cheever, he concludes the Introduction as follows:

"It is a Common Adage in the *Schools* of the *Jews; A just man never dies, till there be born in his room, one that is like him.* So Grown a Town as Boston, is capable of honourably Supporting more than one *Grammar-School.* And it were to be wished, That several as able as our *CHEEVER*, might arise in his room, to carry on an Excellent Education in them. Our Glorious LORD can *make* such *men.* But, Oh! That SCHOOLS were more Encouraged, throughout the Country!

I remember, the Jewish Masters have a Dispute about the Reasons of the Destruction of *Jerusalem.* And among the rest the Judgment of R. *Menona*, was; *It had not been destroy'd, but for their not minding to bring up their Children in the School.* Verily, There cannot be a more Threatning Symptom of *Destruction* upon us, than there would be in this thing; If we should fall into the Folly of *Not Minding to bring up our Children in the School.*

"The *Pastors* of the Churches must more bestir themselves. O Men of God, Awake; And let the Cares of our ELIOT* for his *Roxbury*,† be a pattern for you!"

The doctrine of the Discourse [*That saving wisdom is to be fetched from the knowledge of the Holy Scriptures, and that the early knowledge of the Holy Scriptures, is the way to be betimes made wise unto salvation,*] is drawn from 2. Timothy, iii chapter, and 15th verse—*From a child thou hast known the Holy Scriptures, which are able to make thee wise unto salvation.* The preacher enlarges on the "inexpressible consequence" of the right education of children. "Unworthy

* Dr. Mather, in the Magnalia, in his Life of Eliot, speaking of "his cares about the children of his people," remarks: "I have cause to remember with what an hearty, fervent, zealous application, he addressed himself, when, in the name of the neighbour, pastors, and churches, he gave me *the right hand of their fellowship*, at my *ordination*, and said, *Brother, art thou a lover of the Lord Jesus Christ? Then, I pray, feed his lambs.*" Besides his labours direct and abundant for the catechetical and direct religious instruction of children by himself, as their pastor, and, through their parents, "he showed his regard for the welfare of the poor children under his charge by his perpetual resolution and activity to support a good *school* in the town that belonged unto him. A grammar-*school* he would always have upon the place, whatever it cost him; and, he importuned all other places to have the like. I cannot forget the *ardour* with which I once heard him pray, in a *synod* of these churches, which met at *Boston*, to consider *how the miscarriages which were among us might be prevented;* I say, with what fervour he uttered an expression to this purpose, *Lord, for schools every where among us! That our schools may flourish! That every member of this assembly may go home and procure a good school to be encouraged in the town where he lives! That, before we die, we may be so happy as to see a good school encouraged in every plantation of the country.* God so blessed his endeavours that *Roxbury* could not live quietly without a free school in the town; and the issue of it has been one thing which has made me almost put the title of *Schola Illustris* upon that little nursery; that is, that *Roxbury* has afforded more *scholars*, first for the *colledge*, and then for the *publick*, than any town of its bigness, or, if I mistake not, of twice its bigness, in all *New-England*. From the *spring* of the school at *Roxbury*, there have run a large number of the *streams which have made glad this whole city of God.* I perswade my self that the good people of *Roxbury* will for ever scorn to begrutch the *cost*, or to permit the *death* of a *school* which God has made such an honour to them; and, this the rather because their deceased *Eliot* has left them a fair part of his own estate, for the maintaining of the school in *Roxbury;* and, I hope, or, at least, I wish, that the ministers of *New-England* may be as ungainsayably importunate with their people as Mr. *Eliot* was with his, for *schools* which may seasonably tinge the young souls of the *rising generation.* A want of education for them is the blackest and saddest of all the bad *omens* that are upon us."

† Under the lead of the Rev. John Eliot, sundry inhabitants of Roxbury, in 1645, only fifteen years after the first settlement of the town, bound themselves and their estates for ever for the payment of a certain sum yearly for the support of a Free School. In 1669, Mr. Thomas Bill bequeathed a large estate, in Roxbury, to Mr. John Eliot, "in trust for the maintenance of a school-master and a Free School, for the teaching and instructing of poor men's children." From these beginnings grew up the "Grammar School in the Easterly Part of Roxbury," whose interesting history has been written by Richard G. Parker. This school numbers among its early teachers several men who afterwards became eminent among the divines, lawyers, and statesmen of the country. Among them we find, in 1760, the name of Joseph Warren, who, in 1776, went up on Bunker Hill, to die for his country. In 1716, in a Preamble to an order relating to this school, in the House of Representatives, it is set forth "that the said Free School is one of the most ancient famous schools in the Province, where by the favor of God more persons have had their education, who have been and now are worthy Ministers to the everlasting Gospel than in any town of the like bigness." In 1674, the Ffeoffees covenant with John Prudden to keep the school, in which said Prudden on his part engages "to use his best endeavors, both by precept and example, to instruct in all Scholasticall, morall, and theologicall discipline," and the Ffeoffees, on theirs, to allow him in recompence for teaching their children [he being at liberty to receive other scholars on pay], twenty-five pounds, "to be paid three quarters in Indian Corn or peas, and the other fourth part in barley, and good and merchantable, at price current in the country rate." In fitting up the school with "benches and formes, with tables for the Schollars to rite," in 1652, "a desk to put the Dictionary on" was provided for.

to be parents, most worthy to be esteemed rather monsters than parents are they, who are not solicitous to give their children an agreeable and religious education." That children may "learn to read the Holy Scriptures; and this as early as may be," he exclaims energetically, in capitals and italics—"to SCHOOL therefore with them! Let them not be loitering *at home*, or playing *abroad*, when they should be at school. Be more concerned for their *schooling* than for their *cloathing*. If there be any, as I suppose there cannot be many so necessitous, as to call for it, let us in this town go on with our CHARITY SCHOOL." In reply to inquiry who it is that is to teach the children—"Come all hands to the work!" "The Pastors must not neglect the children of the flock. The charge of our Lord unto them is—*Feed my Lambs*. It is thrice proposed as if it were at least one third part of the pastoral charge." Is there not a disposition in our day to throw this whole charge upon teachers?

"The MASTER and MISTRESS, in the SCHOOL, may do much in this Noble Work. We read, *The Little Ones have their Angels.* Truly, to Teach the *Little Ones*, the *Knowledge of the Holy Scriptures*, and make them *Wise unto Salvation*, it is a stately work; I had almost call'd it; *A Work for Angels.* It is an *Hard Work* to keep a *School;* and hardly ever duly Recompensed. I suppose, It is easier to be at the *Plough* all day, than in the *School.* But it is a *Good Work*: It is *Gods Plough;* and *God speed it!* I would not have you weary of it. *Melchior Adam* did well to call it, *Molestissimam, sed Deo longe gratissimam Functionem;* A work, tho' very Tiresome, and Troublesome to the Flesh, yet most highly *Acceptable* to God. Go on with it Chearfully: And often Teach the Children something of the *Holy Scriptures;* often drop some *Honey out of that Rock* upon them. Who can tell, but you may Teach them the Things that shall save their Souls, and they shall bless God for you and with you, throughout Eternal Ages? Every time a New *Child* comes to the *School*, Oh! why should you not think! *Here my glorious LORD sends me another Object, on which I may do some thing, to advance His Kingdom in the World!*

But; *Lastly*, and yet *First of all*, O PARENTS *Arise; This matter chiefly belongs unto you; we also will be with you.* None, I say, None, are so much concerned, as *Parents* to look after it, that their *Children* be taught the *Knowledge of the Holy Scriptures.* Our famous King *Elfred*, procured a Law, That every man who had but as much as *Two Hides of Land*, should bring up his Children to Learning, till Fifteen Years of Age at least; that so they might *Know Christ, and Live Happily;* Else, he said, *They were but Beasts and Sots.* I am to press it, That *Parents* give their *Children* all the Learning they can; especially that which will bring them to *Know Christ, and Live Happily.*"

After addressing himself particularly to the children and teachers of his auditory, he concludes his discourse by the following "lengthy" but "reasonable corollary:"

"Worthy of Honour are the TEACHERS that Convey *Wisdom* unto our *Children; Worthy of Double Honour* the Happy Instruments that Convey *Saving Wisdom* to them! There are some whose peculiar *Profession* it is, to assist the *Education of our Children;* and it is therefore their Endeavour to give them a *Religious Education.* Their *Employment* is to bestow Useful and Various *Learning* on our Children; but they make their Employment, a precious Advantage to Learn them the *Holy Scriptures*, and make them *Wise* for Eternity.

These our SCHOOL-MASTERS, deserve a great Encouragement. We are not *Wise for our Children*, if we do not greatly Encourage them.

The PARTICULAR PERSONS, who have their *Children*, in the Tutelage of Skilful and Careful *School-Masters*, ought to make them suitable *Recompences.* Their *Stipends* are generally far short of their *Deserts.* They deserve

Additional Compensations. Their *pains* are not small. What they *Do* is very Great. And surely our Children are very dear to us; I need not quote *Euripides* to tell you, That they are as the very *Life* and *Soul*, unto all Mankind. I can't but observe it with a just Indignation; to *Feed* our Children, to *Cloath* our Children, To do any thing for the *Bodies* of our Children; or perhaps to Teach them some *Trifle* at a *Dancing School*, scarcely worth their Learning, we count no Expence too much; At the same time to have the *Minds* of our Children Enriched with the most valuable *Knowledge*, here, *To what purpose?* is the cry: a *little Expence*, how heavily it goes off! *My Brethren, These things ought not so to be. Well-taught Children* are certainly very much to be accounted of. When the Mother of the *Gracchi* was ask'd for the sight of her *Ornaments*, how instructively did she present her *Two Sons* brought up in Learning and Vertue, as the brightest of all her *Ornaments!* If we were duly sensible, how vast a comfort it is, how vast a Concern, to have *Well-taught Children*, we should study all the ways imaginable, to express our *Thankfulness* unto the *Teachers* of them. And it will not be complain'd, That a *Mecænas* is to be no where found, but in *Horace's* Poetry. The Christian Emperour *Gratian*, One of the Best men, that ever Sway'd the *Roman Scepter*, conferr'd Riches and Honours on his Master *Ansonius*, and he sent him that agreeable Compliment with them; *Sir, I have paid what I Ow'd, and I still owe what I have paid.* Language agreeable to the Spirit of *Christianity!* Yes, a *Zeno*, that was a Stranger to it, yet has this recorded in his Commendation, That *he would give his Master as much again as the wages he ask'd of him.* I hope, he won't be the only One, that shall have such a thing spoken of him!

And the more *Liberal Provision* the PUBLICK does make for Industrious, Well-accomplished, Well-disposed *School-masters*, the more is the *Publick Wisdom* Testified & Propagated! *Ammiænus Marcellinus*, the Historian, tho' a great Admirer of *Julian* & of Paganism, yet condemns his prohibition of *School-masters* unto the *Christians: Illud autem inclemens obruendum perenni silentio, quod arcebat docere, Magistros Rhetoricos et Grammaticos, Ritus Christiani Cultores.* But, Syrs, If you do not *Encourage* your *School-masters*, you do a part of *Julianism*, and as bad as *Prohibit* them. Certainly, If something of *Julianism* did not prevail too much among us, (which among a People of our Profession is highly scandalous,) we might ere now have seen, besides the petty *Schools* of every Town, a *Grammar-School* at the *Head Town* of every County, and an Able *School-master* with an ample *Salary*, the *Shepherd* in it; a Thing so often, so often unsuccessfully petition'd for! We hear Good Words now and then spoken for the Tribe of *Levi.* I desire, to speak one for the tribe of SIMEON. The *Simeonites* were the *School-masters* that were *Scattered in Israel.* I assure my self, That *Ours*, do watch against the *Anger which is fierce*, and the *Wrath which is cruel;* and that they use not *Instruments of Cruelty in their Habitations;* but prudently study the *Tempers* of the Children, they have to deal withal. Tho' *Moses* left them out of his *Blessing;* [the Tribe not having then done any thing since *Jacobs* dying Oracles, to signalize them.] Yet our Glorious JESUS, has a *Blessing* for them. They Serve Him wonderfully. His People will also Bless them, and Bless God for them. And so will I this Day do for MY MASTER, in this Congregation of the Lord.

SCHOOL-MASTERS that have *Used the Office well, purchase to themselves, a Good Esteem* to Out-live their *Death*, as well as Merit for themselves a good *Support* while they *Live.* 'Tis a Justice to them, that they should be *had in Everlasting Remembrance;* And a *Place* and a *Name* among those *Just men*, does particularly belong to that *Ancient* and *Honourable* Man; a *Master in our Israel;* who was with us, the last Time of my Standing here; but is lately Translated unto the *Colledge* of Blessed *Spirits*, in the *Mansions*, where the FIRST RESURRECTION is Waited and Longed for. Allow me the Expression; For I Learn't it of my Hebrew Masters, among whom, 'tis a phrase for the Death of Learned and Worthy men, *Requisiti sunt in Academiam Cœlestem.*

Verrius the Master to the Nephews of *Augustus*, had a *Statue* Erected for him; And *Antonius* obtained from the Senate, a *Statue* for his Master *Fronto.* I am sorry that Mine has none. And *Cato* counted it more glorious than any *Statue*, to have it asked, *Why has he None?* But in the grateful memories of his *Scholars*, there have been and will be Hundreds Erected for him.

Under him we Learnt an *Oration*, made by *Tully*, in praise of his own *Master;* namely that, *Pro Archia Poeta.* A *Pagan* shall not out-do *us*, in our *Gratitude*

unto our Master. There was a famous *Christian* in the Primitive Times, who wrote a whole Book, in praise of his Master *Hierotheus;* Entituling it, *περι τȣ μαχαριȣ Ιεροθεȣ Concerning the Blessed* Hierotheus. And if I now say a few things, *Concerning the Blessed* CHEEVER, no man who thinks well of *Gratitude*, or likes well to see the *Fifth Commandment* observed, will censure it.

In the *Imperial Law*, we read, that Good *Grammarians*, having taught with diligence *Twenty Years*, were to have Special Honour conferr'd upon them. I Challenge for MY MASTER, more than a *Treble portion* of that *Special Honour*. But, Oh, Let it all pass thro' him, up to the Glorious LORD, who made him to be what he was!

His Eminent Abilities for the Work, which rendred him so long Useful in his Generation, were universally acknowledged. The next edition of, *Tranquillus de Claris Grammaticis*, may well enough bring him into the Catalogue, and acknowledge him a *Master*. He was not a *Meer Grammarian;* yet he was a *Pure* One. And let no Envy *Misconstrue* it, if I say, It was noted, that when *Scholars* came to be Admitted into the *Colledge*, they who came from the *Cheeverian Education*, were generally the most unexceptionable. What *Exception* shall be made, Let it fall upon *him*, that is now speaking of it.

He flourished so long in this Great Work, of bringing our *Sons* to be *Men*, that it gave him an opportunity to send forth many *Bezaleels* and *Aholiabs* for the Service of the *Tabernacle;* and Men fitted for all Good Employments. He that was *my Master*, Seven and Thirty Years ago, was a *Master* to many of my Betters, no less than Seventy Years ago; so long ago, that I must even mention my *Fathers Tutor* for one of them.

And as it is written for the Lasting Renown of the *Corderius*, whose *Colloquies* he taught us; That the Great CALVIN had been a Scholar to him; So this our AMERICAN *Corderius* had many Scholars that were a *Crown* unto him; yea, many that will be his *Crown* in the Presence of our Lord Jesus Christ at his Coming; yea, many that were got into the *Heavenly World* before him. And the mention of the *Heavenly World*, leads me to that which I would principally take notice of. His PIETY, I say, His PIETY; and his care to infuse *Documents of Piety* into the Scholars of his Charge, that he might carry them with him to the *Heavenly World.* When *Aristotle* set up a Monument for his Master *Plato*, he inscribed upon it, this Testimony, HE WAS ONE WHOM ALL GOOD MEN OUGHT TO IMITATE, AS WELL AS TO CELEBRATE. MY MASTER went thro' his Hard Work with so much *Delight* in it, as a work for GOD and CHRIST, and His People: He so constantly *Pray'd* with us every *Day*, *Catechis'd* us every *Week*, and let fall such Holy *Counsels* upon us; He took so many Occasions, to make *Speeches* unto us, that should make us Afraid of Sin, and of incurring the fearful Judgments of God by Sin; That I do propose him for *Imitation.*

Verily, If all *School-masters* would *Watch for Souls*, and wisely spread the *Nets of Salvation* for the Souls of their Children, in the midst of all their Teaching; Or, if the wondrous *Rules of Education*, lately published and practised, in that *Wonder of the World*, the School of *Glaucha* near *Hall* in the Lower *Saxony*, were always attended: Who can tell, what Blessed Effects might be seen, in very many *Children made wise unto Salvation?* *Albertus*, who from his *Great Learning* had the Syrname of *Magnus*, desired of God some years before he died, That he might *forget all his other Learning*, and be wholly *Swallow'd up in Religion.* I would not propose unto you, My *Masters*, That you should *Forget all other Learning.* By all means furnish the Children with as much *Learning* as ever you can. But be not so *Swallowed* up with *other Learning*, as to *Forget Religion*, & the *Knowledge of the Holy Scriptures.* Look upon other things to be (as a Speech in Parliament once elegantly called them,) only the *Et Cætera's*, to *Religion.* Why should not a *School-master* be to his Children, *A School-master to bring them unto Christ?* This was the Study of our CHEEVER. The famous Dr. *Reynolds*, in a Funeral Sermon on an Excellent *School-master*, in the City of *London*, has a passage worthy to be written in Letters of Gold. Says he, 'If *Grammar-Schools* have *Holy* and '*Learned* men set over them, not only the *Brains*, but the *Souls* of the Children 'might be there Enriched, and the Work of *Learning* and of *Conversion* too, be 'Betimes wrought in them!'

I shall not presume to Dictate, upon this matter, or to Enquire, Why *Castalio's Dialogues*, be not Look'd upon as one of the best *School Books*, for the *Latin*

Tongue, in all the World? Or, Why for the *Greek*, there is no more Account made of *Posselius?* Or, indeed why (to express my self in the Terms of a Modern Writer,) 'there should not be *North-west Passage* found, for the Attain-'ing of the *Latin Tongue;* that instead of a Journey, which may be dispatch'd 'in a few Days, they may not wander like the Children of *Israel*, Forty Years in 'the Wilderness. And why they should so much converse with the Poets, at 'that Age, when they read them, with so much Difficulty, and so little Relish.' But I will venture upon it, as neither a Tedious Parenthesis, nor a needless Digression, to single out only Two passages of many this way which in my small Reading I have met withal.

The first is this; I have seen this Experiment among others recorded of one that had a Number of Little Folks under his Charge.

'Moreover, He made it his Custome, that in every *Recitation*, he would, 'from something or other occurring in it, *make an occasion*, to let fall some '*Sentence*, which had a Tendency to promote the *Fear of God* in their Hearts; 'which thing fometimes did indeed put him to more than a little study; but the 'Good Effect sufficiently Recompenced it.'

Another is this. A late Writer ha's these words; 'Many Children are 'sooner taught what *Jupiter*, *Mars*, & such Pagan Gods were, then what, *Father*, '*Son, and Spirit* is. *Augustine* of old complain'd of this; of Learning in the 'Schools, *Joves* Adulteries; and for giving an Account of such things, saith he, '*ob hoc bona spei puer appellabar.* Luther also complained, That our Schools 'were more *Pagan* than *Christian.* I refer the unsatisfied Reader, to *Pasors* 'Preface to his *Lexicon.* I knew an aged and famous School-master; that after 'he had kept School about Fifty years, said, with a very sad countenance, That it 'was a great Trouble to him, that he had spent so much time in Reading Pagan 'Authors to his Scholars, and wish'd it were customary to read such a Book as '*Duports* Verses upon *Job*, rather than *Homer*, and such Books. I pray God, 'put it in the Hearts of a Wise Parliament, to *Purge our Schools;* that instead of 'Learning vain Fictions, and Filthy Stories, they may be acquainted with the 'Word of God, and with Books containing Grave Sayings, and things that may 'make them truly Wise and Useful in the World.'

Ye have heard, what MY MASTER was, *In* the *School.* Sir *Walter Rawleign* commends it as a piece of wisdom, to use great *moderation* when we are treating men with *Commendation.* I will not forget the Rule, in carrying on my Commendation of *my Master.* But I will say very *much in a Little.* Out of the *School*, he was One, *Antiqua Fide*, *priscie moribus;* A Christian of the *Old Fashion:* An OLD NEW-ENGLISH CHRISTIAN; And I may tell you, That was as Venerable a Sight, as the World, since the Days of *Primitive Christianity*, has ever look'd upon.

He was well Studied in the *Body of Divinity;* An Able Defender of the *Faith and Order of the Gospel;* Notably Conversant and Acquainted with the *Scriptural Prophecies;* And, by Consequence, *A Sober Chiliast.*

He Lived as a *Master*, the Term, which has been for above three thousand years, assign'd for the Life of a *Man;* he continued unto the *Ninety Fourth* year of his Age, an unusual Instance of *Liveliness.* His *Intellectual Force*, as little abated as his *Natural.* He Exemplified the Fulfilment of that word, *As thy Days, so shall thy Strength be;* in the Gloss which the *Jerusalem Targum* has put upon it; *As thou wast in the Dayes of thy Youth, such thou shalt be in thy Old Age.* The Reward of his *Fruitfulness!* For, *Fructus Liberat Arborem!* The product of *Temperance;* Rather than what my Lord *Verulam* assigns, as a Reason for *Vivacious Scholars.*

DEATH must now do its part. *He Dy'd*, Longing for *Death.* Our old SIMEON waited for it, that he might get nearer to the *Consolation of Israel. He Dyed* Leaning like Old *Jacob*, upon a *Staff;* the *Sacrifice* and the *Right eousness* of a Glorious CHRIST, he let us know, was the *Golden Staff*, which he Lean'd upon. *He Dyed* mourning for the Quick *Apostasie*, which he saw break-ing in upon us; very easie about his own Eternal Happiness, but full of Distress for a poor People here under the Displeasure of Heaven, for *Former Iniquities*, he thought, as well as *Later* Ones. To say no more: He Dyed, A CANDI-DATE FOR THE FIRST RESURRECTION. And Verily, our Land is Weakened, when those Fly away, at whose Flight me may cry out, *My Father, My Father, the Chariots of* New England, *and the Horsemen thereof.*"

GRATITUDINIS ERGO.

An ESSAY on the Memory of my Venerable MASTER;

Ezekiel Cheever.

Augusto perstringere Carmine Laudes.
Quas nulla Eloquij vis Celebrare queat.

YOU that are *Men*, & Thoughts of *Manhood* know,
Be Just now to the *Man* that made you so.
Martyr'd by *Scholars* the stabb'd *Cassian* dies,
And falls to cursed Lads a Sacrifice.
Not so my CHEEVER; Not by *Scholars* slain,
But Prais'd, and Lov'd, and wish'd to *Life* again.
A mighty *Tribe* of Well-instructed Youth
Tell what they owe to him, and Tell with Truth,
All the *Eight parts of Speech* he taught to them
They now Employ to *Trumpet* his Esteem.
They fill *Fames Trumpet*, and they spread a Fame
To last till the *Last Trumpet* drown the same.
Magister pleas'd them well, because 'twas *he;*
They saw that *Bonus* did with it agree.
While they said, *Amo*, they the Hint improve
Him for to make the Object of their *Love*.
No *Concord* so Inviolate they knew
As to pay Honours to their Master due.
With *Interjections* they break off at last,
But, *Ah*, is all they use, *Wo*, and, *Alas!*
We Learnt *Prosodia*, but with that Design
Our Masters Name should in our *Verses* shine,
Our Weeping *Ovid* but instructed us
To write upon *his* Death, *De Tristibus.*
Tully we read, but still with this Intent,
That in *his* praise we might be Eloquent.
Our Stately *Virgil* made us but Contrive
As our *Anchises* to keep *him* Alive.
When *Phœnix* to *Achilles* was assign'd
A *Master*, then we thought not *Homer* blind:
A *Phœnix*, which Oh! might his *Ashes* shew!
So rare a Thing we thought our *Master* too.
And if we made a *Theme*. 'twas with Regret
We might not on *his* Worth show all our Wit,
Go on, ye Grateful Scholars, to proclame
To late Prosterity your *Masters* Name.
Let it as many Languages declare
As on *Loretto*-Table do appear.
To much to be by any *one* exprest:
I'll tell my share, and *you* shall tell the rest.
Ink is too vile a Liquor; *Liquid Gold*
Should fill the Pen, by which such things are told.
The Book should *Amyanthus*-Paper be
All writ with Gold, from all corruption free.
A Learned Master of the *Languages*
Which to Rich *Stores* of Learning are the *Keyes;*
He taught us first *Good Sense* to understand
And put the *Golden Keyes* into our Hand,
We but for him had been for Learning *Dumb*,
And had a sort of *Turkish Mutes* become.
Were *Grammar* quite Extinct. yet at his Brain
The *Candle* might have well been lit again.
If *Rhet'rick* had been stript of all her *Pride*
She from his *Wardrobe* might have been Supply'd.
Do but Name CHEEVER, and the *Echo* straight
Upon that Name, *Good Latin*, will Repeat.
A *Christian Terence*, Master of the *File*
That arms the Curious to Reform their *Style*.
Now *Rome* and *Athens* from their Ashes rise;
See their *Platonick Year* with vast surprise:
And in our *School* a *Miracle* is wrought;
For the *Dead Languages* to *Life* are brought.
His *Work* he Lov'd: Oh! had we done the same!
Our *Play-dayes* still to him ungrateful came.
And yet so well our *Work* adjusted Lay,
We came to *Work*, as if we came to *Play*.
Our *Lads* had been, but for his wondrous Cares,
Boyes of my Lady *Mores* unquiet Pray'rs.
Sure were it not for such informing *Schools*,
Our *Lat'ran* too would soon be fill'd with *Owles*.
'Tis CORLET's pains, & CHEEVER's, we must own,
That thou, *New England*, art not *Scythia* grown.
The *Isles* of *Silly* had o're-run this Day
The *Continent* of our *America*.
Grammar he taught, which 'twas his work to do:
But he would *Hagar* have her place to know.
The *Bible* is the Sacred *Grammar*, where
The *Rules of speaking well*, contained are.
He taught us *Lilly*, and he *Gospel* taught;
And us poor Children to our *Saviour* brought·
Master of Sentences, he gave us more
Then we in our *Sententiæ* had before.
We Learn't Good Things in *Tullies Offices;*
But we from *him* Learn't Better things than these
With *Cato's* he to us the *Higher* gave
Lessons of JESUS. that our Souls do save.
We Constru'd *Ovid's Metamorphosis*,
But on our selves charg'd, not a *Change* to miss,
Young *Austin* wept, when he saw *Dido* dead,
Tho' not a Tear for a *Lost Soul* he had:

Our Master would not let us be so vain,
But us from *Virgil* did to *David* train,
Textors Epistles would not *Cloathe* our Souls;
Pauls too we heard; we *went to School at Pauls.*
Syrs, Do you not Remember well the Times
When us he warn'd against our *Youthful Crimes:*
What *Honey dropt* from our old *Nestors* mouth
When with his Counsels he Reform'd our Youth:
How much he did to make us *Wise* and *Good;*
And with what *Prayers*, his work he did conclude.
Concern'd, that when from him we *Learning* had,
It might not *Armed Wickedness* be made!
The *Sun* shall first the *Zodiac* forsake,
And *Stones* unto the *Stars* their Flight shall make:
First shall the *Summer* bring large drifts of *Snow*,
And beauteous Cherries in *December* grow;
E're of those Charges we Forgetful are
Which we, *O man of God*, from thee did hear.
Such *Tutors* to the *Little Ones* would be
Such that *in Flesh* we should *their Angels* see;
Ezekiel should not be the Name of such;
We'd *Agathangelus* not think too much,
Who Serv'd the *School*, the *Church* did not forget;
But Thought, and Pray'd, and often wept for it.
Mighty in Prayer: How did he wield thee, Pray'r!
Thou Reverst Thunder: CHRIST's-Sides-piercing Spear?
Soaring we saw the *Bird of Paradise;*
So Wing'd by Thee, for Flights beyond the Skies.
How oft we saw him tread the *Milky Way*,
Which to the Glorious *Throne of Mercy* lay!
Come from the *Mount*, he shone with ancient Grace,
Awful the *Splendor* of his Aged Face.
Clouth'd in the *Good Old Way*, his Garb did wage
A War with the Vain Fashions of the Age.
Fearful of nothing more than hateful *Sin;*
'Twas that from which he laboured all to win,
Zealous; And in *Truths Cause* ne'r known to trim;
No *Neuter Gender* there allow'd by him.
Stars but a *Thousand* did the Ancients know,
On later Globes they *Nineteen hundred* grow:
Now such a CHEEVER added to the Sphere;
Makes an Addition to the *Lustre* there.
Mean time *America* a *Wonder* saw;
A Youth in Age, forbid by *Natures* Law.

You that in t'other Hemisphere do dwell,
Do of *Old Age* your dismal Stories tell.
You tell of *Snowy Heads* and *Rheumy Eyes!*
And things that make a man himself despise.
You say, a *frozen Liquor* chills the Veins,
And scarce the *Shadow* of a *Man* remains
Winter of Life, that *Sapless Age* you call,
And of all Maladies the *Hospital:*
The *Second Nonage* of the Soul; the *Brain*
Cover'd with Cloud; the *Body* all in pain.
To weak *Old Age*, you say, there must belong
A Trembling Palsey both of *Limb* and Tongue,
Dayes all Decrepit; and a Bending *Back*,
Propt by a *Staff*, in *Hands* that ever shake.
Nay, Syrs, our CHEEVER shall confute you all,
On whom there did none of these Mischefs fall.
He *Liv'd*, and to vast Age no Illness knew;
Till *Times Scythe* waiting for him Rusty grew.
He *Liv'd* and *Wrought;* His Labours were Immense;
But ne'r *Declin'd* to *Præter-perfect Tense.*
A *Blooming Youth* in him at *Ninety Four*
We saw; But, Oh! when such a sight before
At Wondrous *Age* he did his *Youth* resume.
As when the *Eagle* mew's his Aged plume.
With Faculties of *Reason* still so bright,
And at Good Services so Exquisite;
Sure our sound *Chiliast*, we wondring thought,
To the *First Resurrection* is not brought!
No, He for that was waiting at the Gate
In the *Pure Things* that fit a *Candidate.*
He in Good Actions did his Life Employ,
And to make others Good, he made his Joy.
Thus well-appris'd now of the *Life to Come*,
To *Live here* was to him a *Martyrdom.*
Our brave *Macrobius* Long'd to see the Day
Which others dread, of being *Call'd away.*
So, Ripe with Age, he does invite the Hook,
Which watchful does for its large Harvest look:
Death gently cut the *Stalk*, and kindly laid
Him, where our God His *Granary* has made,
Who at *New-Haven* first began to Teach,
Dying *Unshipwreck'd*, does *White-Haven* reach.
At that *Fair Haven* they all Storms forget;
He there his DAVENPORT with Love does meet.
The *Luminous Robe*, the *Loss* whereof with *Shame*
Our Parents wept, when *Naked* they became;
Those Lovely *Spirits* wear it, and therein
Serve God with *Priestly Glory*, free from Sin.
But in his *Paradisian Rest* above,
To *Us* does the Blest Shade retain his Love.
With *Rip'ned Thoughts* Above concern'd for Us,
We can't but hear him dart his Wishes, thus.
'TUTORS, Be *Strict;* But yet be *Gentle* too:
' Don't by fierce *Cruelties* fair *Hopes* undoe.

Dream not, that they who are to Learning slow,
'Will mend by Arguments in *Ferio.*
'Who keeps the *Golden Fleece*, Oh, let him not
'A *Dragon* be, tho' he *Three Tongues* have got.
'Why can you not to Learning find the way,
'But thro' the Province of *Severia?*
'Twas *Moderatus*, who taught *Origen;*
'A *Youth* which prov'd one of the best of men.
'The Lads with *Honour* first, and *Reason* Rule;
'*Blowes* are but for the *Refractory Fool.*
'But, Oh! First Teach them their Great God to fear;
'That you like me, with Joy may meet them here.'
H' has said!——
Adieu, a little while, Dear Saint, Adieu;
Your *Scholar* won't be Long, Sir, after you.
In the mean time, with Gratitude I must
Engrave an EPITAPH upon your Dust.
'Tis true, *Excessive Merits* rarely safe:
Such an *Excess* forfeits an *Epitaph.*
But if Base men the Rules of Justice break,
The *Stones* (at least upon the *Tombs*) will speak.

Et Tumulum facite, et Tumulo superaddite carmen.—[Virg. in Dephn.]

EPITAPHIUM.

EZEKIEL CHEEVERUS:
Ludimagister;
Primo Neo-portensis;
Deinde, Ipsuicensis;
Postea, Carolotenensis
Postremo, Bostonensis:
cujus
Doctrinam ac Virtutem
Nostri, si Sis Nov-Anglus,
Colis, si non Barbarus;
GRAMMATICUS,
a Quo, non pure tantum, sed et pie,
Loqui;
RHETORICUS,
a Quo non tantum Ornate dicere
coram Hominibus,
Sed et Orationes coram Deo fundere
Efficacissimas;
POETA,
a Quo non tantum Carmina pangere,
Sed et
Cælestes Hymnos, Odasq; Angelicas,
canere,
Didicerunt,
Qui discere voluerunt;
LUCERNA,
ad Quam accensa sunt,
Quis queat numerare,
Quot Ecclesiarum Lumina?
ET
Qui secum Corpus Theologiæ abstulit,
Peritissimus THEOLOGUS,
Corpus hic suum sibi minus Charum,
deposuit.
Vixit Annos, XCIV.
Docuit, Annos, LXX.
Obiit, A.D. M. DCC. VIII.
Et quod Mori potuit,
HEIC
Expectat Exoptatq:
Primam Sanctorum Resurrectionem
ad
Immortalitatem.

Mr. Cheever married his first wife in New Haven, (according to the Diary of Judge Sewall), in the autumn of 1638. In the baptismal record of the first church, the second baptism is that of "Samuel Cheevers, the son of Ezekiel Cheevers," "the 17th of the 9th month (November), 1639,—who died at Marblehead in 1724. Mary, his daughter, was baptized 29th of November, 1640; his son, Ezekiel, was baptized 12th of June, 1642, and died 1643; another daughter, Elizabeth, was baptized the 6th of April, 1645. According to the same baptismal record, "Sarah Cheever," probably another daughter of his, was baptized 21st, September, 1646; and, "Hannah Cheever" on the 25th of June, 1648. His first wife died at New Haven, in 1649, and her death may have been one of the causes of his removal to another field of labor.

He married,† for his second wife, on 18 Nov., 1652, Miss Ellen Lothrop, of Salem, a sister of Captain Thomas Lothrop, who was massacred at Bloody Brook, at the head of the "flower of Essex." Of this marriage were born Abigail, on the 20th of October, 1653; Ezekiel, on the 1st of July, 1655; Nathaniel, on the 23d of June, 1657, (died in July following); Thomas, on the 23d of August, 1658; and, Susanna, whose baptism is recorded in 1665. Of the children above-named, Thomas, Samuel, Mary, Elizabeth, Ezekiel, and Susanna are named in his last will,* and were living in February, 1705–6. His second wife died on the 10th of Sept., 1706.

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* We are indebted for a copy of Ezekiel Cheever's Will to Mr. S. Bradford Morse, Jr., of East Boston, who is married to a descendant of the venerable school-master.

THE LAST WILL AND TESTAMENT OF EZEKIEL CHEEVER.

In Nomine Domini Amen. I Ezekiel Cheever of the town of Boston in ye County of Suffolk in New England, Schoolmaster, being through great mercy in good health and understanding wonderfull in my age, Do make and ordain this my Last will and Testam^t: as followeth.

First I give up my Soul to God my father in Jesus Christ, my Body to the Earth to be Decently buried in a Decent manner according to my Desire in hope of a Blessed part in ye first Resurrection & Glorious Kingdom of Christ on Earth a thousand years.

As for my outward Estate I thus Dispose of it. First I Give to my Dear wife all my household Goods and of my plate ye two Ear'd Cupp, my Leat Tankard, a porringer, a Spoon.

It: I give my Son Thomas all my Books Saving what Ezekiel may need & what Godly Books my wife may Desire.

Item. I give to my Grand Child Ezekiel Russell twenty pounds.

Item. I Devide all the Rest of my Estate into three parts one third I give to my Dear wife Ellen Cheever ye other two thirds to my other Children Samuel, Mary, Elizath, Ezekiel, Thomas, Susanna equally part part alike the Legacyes, Debts & funeral Expences Deducted & Discharged.

Maries portion I give to her Children as she shall Dispose. The Land Elizath purchased with my money I give to her & to her Children forever. If my wife Dyes before me all given her shall be given to my Six Children equally. If any of my Childn Dye their portion I give to their Children equaly.

Item. I give to the poor five pounds as part of my funeral Chargs: Item. I make & appoint my Dear wife Ellen Cheever & my two Children Thomas & Susanna Joint Executors of this my Last will. In witness: whereof I have hereunto Set my hand & Seal this Sixteenth Day of February 1705–6:

Ezekiel Chever & Seal. Signed Sealed Declared in presence of Benja Dyer Henry Bridgeham, Henry Bridghame.

Examined *Per*: P. DUDLEY *Regr*.

From Probate Records, Liber No. 16. pp. 452–453.

† On the authority of James Savage, Esq., President of the Massachusetts Historical Society. The names of the children by the second wife are taken from a manuscript memorandum, belonging to Rev. Ezekiel Cheever Williams, of

SAMUEL JOHNSON.

SAMUEL JOHNSON, D. D., the first president of King's (now Columbia,) College, New York, was born at Guilford, Conn., Oct. 14th, 1696. His father and grandfather were both residents of Guilford, and both deacons of the congregational church in that town. His great-grandfather, Robert Johnson, was one of the original settlers o. New Haven. From a very early age, he manifested a great fondness for books, and his father, after a trial of four or five years, finding it impossible to reconcile him to the idea of business, finally complied with his earnest wishes, and allowed him to prepare to enter Yale College, then recently organized. He fitted for college under Mr. Eliot, who afterward settled at Killingworth, as a preacher. Mr. Chapman, who succeeded Mr. Eliot as a teacher, at Guilford, and Mr. James, a very eminent scholar of Guilford. At the age of fourteen, he entered Yale College, then located at Saybrook, receiving instruction from Messrs. Noyes and Fisk, at that time tutors in the college, as the rector of the college, Mr. Andrew, then resided at Milford, and only instructed the senior class. In 1714, he took the degree of A. B., having, in addition to the ordinary college studies, made some progress in Hebrew.

The early part of the eighteenth century was a period of great depression to all the interests of learning in New England. The eminent scholars of the early emigration were dead, and most of those who came over, at the period of the restoration, had also passed away; since the revolution of 1688, the causes which had led to emigration had been removed, and more returned to England than came from thence; the generation upon the stage at the time of Mr. Johnson's graduation, were almost entirely educated in this country; and, though the course of study at Harvard College was respectable for the time, and the circumstances of a colony, whose existence was yet numbered by decades of years, yet it was far from being up to the standard of European culture. Yale College had maintained a sort of nomade existence, for some thirteen years; its trustees were among the most eminent scholars of the colony, and they were disposed to do what they could to make it a reputable school of learning; but its course of instruction was extremely limited. At the time Mr. Johnson took his degree, all that was attempted, in the way of classi-

cal learning, was the reading of five or six of Cicero's orations, as many books of Virgil, and a part of the Hebrew Psalter. In mathematics, only common arithmetic, and a little surveying were taught; in logic, metaphysics and ethics, the doctrines of the schoolmen still held sway, and Descartes, Boyle, Locke, Newton, and Bacon, were regarded as innovators, from whom no good could be expected or hoped. In theology, Ames' "*Medulla*," and "*Cases of Conscience*," and "*Wollebius*," were the standards.

With, perhaps a pardonable vanity, Mr. Johnson, who had stood very high as a scholar in his class, regarded himself as possessing superior attainments; but his good opinion of his own abilities was very suddenly lowered, when, a year or two later, chance threw in his way, a copy of Lord Bacon's "*Advancement of Learning*," then a very rare book in this country. Humbled by the sense of his own ignorance, which that book gave him, he was still much enlightened by it, and, to use his own language, "seemed to himself like a person suddenly emerging out of the glimmer of twilight, into the full sunshine of open day." His mind being thus prepared for further culture, he soon had an opportunity for its subsequent development. A collection of books made in England by Mr. Dummer, the agent of the colony, amounting to about eight hundred volumes, was sent over to the college. Among them were the works of Sir Isaac Newton, Blackman, Steele, Burnet, Woodward, Halley, Bentley, Kennet, Barrow, Patrick, South, Tillotson, Sharp, Scott, and Whitby. To a mind, as earnest as was his to acquire knowledge, these books furnished indeed "a feast of fat things." In company with Messrs. Cutler, Eliot, Hart, Whittelsey, and his classmates, Wetmore and Brown, he devoted all his leisure to their perusal.

Meantime, the college was in great danger of extinction. The students, complaining of the unfitness of their tutors, scattered themselves in different parts of the colony, studying under such teachers as they chose; a part, including those living in the vicinity of Connecticut River, placed themselves under the direction of Messrs. Woodbridge and Buckingham, the ministers at Hartford, who were trustees of the college, and at their instigation, Messrs. Williams and Smith, two young ministers, were persuaded to set up a collegiate school at Wethersfield, in the hope of obtaining a removal of the college thither; and to this school, the students of the river towns resorted. Those belonging to the towns on the sea-shore, put themselves under the tuition of Mr. Johnson, at Guilford.

Under these circumstances, a meeting of the trustees was held, in the spring of 1716; a majority of the trustees present, as well as

the governor, Mr. Saltonstall, of New London, were in favor of establishing the college at New Haven; but the minority were very bitter in their opposition, and a vote was passed, referring the matter to the general court, which was to be held at New Haven, in October of that year. This meeting of the trustees was not attended by Messrs. Woodbridge and Buckingham, the Hartford ministers, and they protested against its legality and its action.

At the meeting of the general court, (or colonial legislature,) a majority of the members of both houses were found to be in favor of establishing the college at New Haven, and an act of assembly was passed for that purpose. The majority of the trustees then met, and appointed Mr. Johnson, who was then but twenty years of age, one of the tutors, and, with a view of reconciling the minority, selected Mr. Smith, one of the Wethersfield teachers, as the other. They also commenced a subscription to obtain the means of erecting a college building, and procured an architect from Boston, to oversee the building.

The minority, however, were inexorable; Mr. Smith and all his party refusing to consider any overtures for a union, and the Wethersfield school was maintained. The students along the sea-coast, about twenty in number, came together at New Haven, and Mr. Johnson began his course of instruction there, assisted by Mr. Noyes, the minister of the town. On the 12th September, 1717, a commencement was held at New Haven, and the same day at Wethersfield, and degrees were conferred in both places. The trustees at New Haven, chose Mr. Brown, a classmate of Mr. Johnson, as a second tutor. Harmonizing fully in their views, these two young men exerted themselves to the utmost, for the improvement of the students under their charge, extending the course of mathematical study, introducing the works of Locke and Sir Isaac Newton, into the college course, and substituting the Copernican for the Ptolemanic system, which had hitherto been taught. It was a fortunate circumstance for them, that the troubles without, withdrew public attention from these innovations within. The succeeding year, (1718,) the trouble which had existed between the two parties at New Haven and Wethersfield, was settled by a compromise. The degrees given at Wethersfield were confirmed; a tract of land belonging to the colony was sold, and of the avails £200 currency, was given to the college at New Haven, and £800 currency to Hartford, toward the erection of a state house, as an offset for the loss of the college. As a result of this settlement, the Wethersfield students came to New Haven, and though somewhat turbulent, there was but little subsequent trouble with them.

The same year, Rev. Timothy Cutler, at that time pastor of the congregational church in Stratford, and an intimate friend of Mr. Johnson, was chosen rector of the college, and having received a very liberal donation from Elihu Yale, of London, the trustees gave to their new building, the name of Yale College. In a little more than a year after the appointment of Mr. Cutler to the rectorship, Mr. Johnson resigned his tutorship, to enter upon the duties of the pastorate, and was ordained and settled at West Haven in March, 1720, rejecting several more eligible offers, in order that he might be near the college, and have the advantage of its library, and the society of its teachers.

Of the change which soon after took place in his religious views, and which led him, and several of his friends, to seek ordination in the Anglican church, it is not our province here to speak at length; it was unquestionably the result of an honest, conscientious, and sincere belief in the error of his previous creed, and when we consider that its result was to cut him off from the sympathy and regard of all his previous friends, and to deprive him of the fairest opportunities of preferment and reputation, which were ever perhaps offered to a young man in his position, we can not avoid doing honor to the moral courage which led to the step, however we may regard the creed he adopted. Suffice it to say, that in November, 1722, rector Cutler and Mr. Brown, having resigned their offices, set sail in company with Mr. Johnson, for England, to receive ordination from an English bishop. Mr. Wetmore, another classmate of Mr. Johnson, followed, a few months later. In March, 1723, they were ordained by the Bishop of Norwich, and the week after Mr. Brown died of the small pox.

In May, Mr. Cutler received the degree of Doctor of Divinity, and Mr. Johnson, of Master of Arts, from the University of Oxford, and soon after, the same degrees were conferred on them by the University of Cambridge. Dr. Cutler and Mr. Johnson returned to this country, in the summer of 1723, and Mr. Johnson, having received an appointment as missionary of the Society for the Propagation of the Gospel, settled over the Episcopal church, at Stratford, Conn. The change in his views subjected him to considerable opposition, but his equable temper, his cheerful and benevolent disposition, and the marked purity and dignity of his character, disarmed the enmity of those who opposed him, and caused the people to esteem him highly. In 1725, he married Mrs. Charity Nicoll, the daughter of Col. Richard Floyd, and widow of Benjamin Nicoll, Esq., of Long Island, by whom she had had two sons and a daughter.

It was the fortune of Mr. Johnson to be on terms of intimacy and correspondence, with many of the most eminent scholars of his day, both in England and this country. Among the most intimate of his friends, at this period of his life, was Governor Burnett of New York, a son of the celebrated Bishop of that name, and a man of great learning and genius, but eccentric both in his views and his mode of reasoning. The Governor having embraced the opinions of Clarke, Whiston, and others, on the subject of the Trinity, and of Bishop Hoadley, Jackson and Sykes, on the subject of ecclesiastical authority, sought to win his friend Johnson to his views. Mr. Johnson's mental habits were such, that he would neither receive or reject any theory or doctrine, until he had carefully and patiently examined it on all sides; and he accordingly bent all his fine powers to the investigation of the questions discussed by the authors already named; the result was to confirm him in his previous views, though with a large charity for those who differed from him in opinion. In 1729, soon after the conclusion of this investigation, Bishop Berkeley, then dean of Derry, Ireland, came to this country, and resided for two and a half years near Newport, R. I. During his residence here, Mr. Johnson often visited him and was on terms of close intimacy with him, and often in his after life referred to these interviews, as having been of great advantage to him, in the improvement of his mind, by free intercourse with so eminent a scholar, and philosopher. When the Dean was about leaving America, Mr. Johnson paid him a final visit, and in the course of conversation, took occasion to commend to his notice Yale College as a deserving institution, and to express the hope that he might send the college some books. The commendation was remembered; two years after, the Dean and some of his friends sent to the college a present of nearly a thousand volumes of choice books, two hundred and sixty of them folios. The value of this gift was not less than two thousand five hundred dollars. About the same time he forwarded to Mr. Johnson, a deed conveying to the trustees, his farm of ninety-six acres on Rhode Island, the annual income of which was to be divided between three bachelors of arts, who, upon examination by the rector of the college, and a minister of the church of England, should appear to be the best classical scholars; provided they would reside at the college, the three years between their bachelor's and master's degrees, in the prosecution of their studies; and the forfeiture, in cases of non-residence, were to be given in premiums of books, to those that performed the best exercises. For many years after the return of Bishop Berkeley, to England, Mr. Johnson's life passed smoothly, in the performance of his parochial duties, and

the prosecution of his studies; occasionally, the calm and even tenor of his life, was slightly ruffled by pamphlet controversies, with those who attacked the creed or practice of the Anglican church—controversies in which he rarely or never acted the part of the aggressor, but usually of the respondent. Of this character was his controversy with Mr. Dickinson, Mr. Foxcroft, Mr. Graham, his "*Letter from Aristocles to Anthades*," and his rejoinder to Mr. Dickinson's reply to that letter. In controversy, as every where else, it may be remarked, that Mr. Johnson exhibited the character of the Christian gentleman, never suffering himself to be betrayed into the use of the bitter and acrimonious language, which have made the *odium theologicum*, proverbial, as the most venomous of all hatreds. In 1746, Mr. Johnson published "*A System of Morality*, containing the first principles of moral philosophy or ethics, in a chain of necessary consequences from certain facts." This work had a high reputation at the time of its publication, and met with an extensive sale. In 1743, the degree of Doctor in Divinity, was unanimously conferred upon him by the University of Oxford. The degree was conferred, it is said, at the special instance of Archbishop Secker, then Bishop of Oxford, Dr. Hodges, then Vice-Chancellor of the University and Provost of Oriel College, Dr. Astry, and others.

The honor thus conferred on him, had only the effect to make him more zealous in his studies, especially in Hebrew and the other oriental languages, in which he was more proficient than most of the scholars of the eighteenth century, in this country.

Dr. Johnson had two sons; William Samuel, and William, both whom he fitted for college himself, and entered them at Yale when they were about thirteen years of age. The elder became eminent as a lawyer, received the degree of LL. D. from the University of Oxford, in 1766, and was, for several years, the agent of the Colony in England; the younger studied divinity, and was subsequently a tutor in King's College, under his father.

Dr. Johnson prepared a compendium of logic and metaphysics, and another of ethics, for the use of his sons, and these were published together in 1752, by Benjamin Franklin, for the use of the University of Pennsylvania, then just established at Philadelphia. Dr. Johnson and Dr. Franklin were constant correspondents for many years, and the views of the latter on electricity were laid before Dr. Johnson, before their publication. The plan of education in the University in which Dr. Franklin was deeply interested, was also modified at his suggestion, and he was offered the presidency of it, which, however, he declined.

In 1753, the principal gentlemen of New York, with Lieutenant-Governor Delancey at their head, undertook to found a college in New York City. In all their plans, Dr. Johnson was consulted, and when the charter was obtained, and they were ready to organize the college, he was elected president. He at first declined, but finding that, unless he accepted, they would relinquish the enterprise, he very reluctantly consented, and in 1754 took leave of his congregation at Stratford, with deep regret on both sides. A singular condition was attached to his acceptance, which shows how great an amount of terror the ravages of small-pox had produced in the minds of all classes, at that time; "he was to be at liberty to retire to some place of safety in the country, whenever the small-pox should render it dangerous for him to reside in the city."* To those who have only known its dangers, when modified by vaccination, this extraordinary dread seems almost incredible.

On the 17th July, 1754, the first class, consisting of ten students, assembled in the vestry-room of Trinity Church, and the regular course of study was commenced, the doctor himself hearing the recitations. In addition to the labor of instruction, he also drew up the form of prayers for the college, composed a suitable collect, compiled a body of laws for their use, devised a seal for the corporation, assisted in the planning of the college edifice, and wrote to his friends in England, Bishop Sherlock, Archbishop Secker, and the Society for the propagation of the gospel, for assistance. On the admission of the second class, his younger son, William Johnson, was appointed tutor, which office he filled, to universal acceptance, for more than a year, when he sailed for England, in November, 1755, with a view to take orders, and settle, as the missionary of the Society for the propagation of the gospel, at Westchester. He received holy orders, in March, and the degree of A. M. was conferred on him by both Oxford and Cambridge, in May, 1756; but, soon after his return from Cambridge, he was seized with the small-pox, of which he died, June 20th, 1756. A Mr. Cutting, educated at Eton and Cambridge, succeeded Mr. Johnson as tutor; the college edifice was making good progress, but, soon after the president received the painful intelligence of the death of his son, he was compelled to leave New York, by the prevalence of the small-pox there, and could not return under a year.

* The small-pox seems to have been, through life, "the skeleton on the hearth" to the good doctor; and this is hardly matter of surprise; for, at the commencement of his ministry, his friend, Dr. Cutler, hardly escaped with his life from it in England; his friend, Mr. Brown, died with it there, as did also, subsequent to his removal to New York, his younger son; he himself more than once left his post in New York, in consequence of its prevalence; and, in 1763, his second wife fell a victim to it.

He left about thirty students in the three classes, and, as Mr. Cutting was unable to teach them all, Mr. Treadwell, a graduate of Harvard College, was appointed second tutor. During the year 1757, the college received from England a library, consisting of about fifteen hundred volumes, the bequest of Rev. Dr. Bristowe, through the Society for the propagation of the gospel. Dr. Johnson returned to New York, in March, 1758, and in June following was called to bury his wife, with whom he had lived very happily for thirty-two years. On the 21st June, 1758, he held his first commencement, at which the students received their first degree, and several other persons the second. During the succeeding year, the college curriculum was more thoroughly systematized, the president giving instructions in Greek, logic, metaphysics, and ethics, while the tutors, or professors as they were now called, divided between them the other studies. In 1759, soon after the second commencement, he was again obliged to leave the city in consequence of the prevalence of the small-pox, and spent the winter at Stratford, though not without much anxiety of mind relative to the college, as the mathematical professor was very ill with consumption, and died the ensuing spring. In April, Benjamin Nicoll, one of Dr. Johnson's step-sons, an eminent lawyer in New York, and one of the governors or trustees of the college, died very suddenly. The loss was a very severe one to the college, and to the community, but Dr. Johnson was almost overwhelmed by it, and desired to resign his office and return to Stratford, to spend the remainder of his days, with his only surviving son; and accordingly he wrote to England, desiring that two gentlemen might be sent out, one to act as mathematical professor, and the other to take his place. The college edifice was at this time completed, and he removed into it, and here held, in May, 1760, his third commencement, and, in connection with Mr. Cutting, performed the whole duty of teaching the four classes that year. In 1761, soon after the fourth commencement, he published an essay, entitled "*A Demonstration of the Reasonableness, Usefulness, and great Duty of Prayer*," and, not long after, a sermon "*On the Beauty of Holiness in the Worship of the Church of England*." In June of the same year, he married a second wife, Mrs. Beach, the widow of an old friend and former parishioner. At the commencement of the next term, a mathematical professor, Mr. Robert Harper, was appointed, and the cares of the president somewhat diminished. The college had been partially endowed by moneys raised by subscription, and by a lottery, at the time of its charter, and had subsequently received a donation of £500 from the Society for the propagation of the gospel, and a Mr. Murray had be-

queathed to it an estate of about £10,000 currency; but, after erecting the necessary buildings, and incurring other expenses, its funds were reduced so low, that the interest was not sufficient, with the other income of the college, for the support of the officers, and it was therefore necessary that it should be further endowed. The president was desirous that an effort should be made to procure some assistance from England, and a suitable opportunity offering, in the visit of James Jay, M. D., to England, the governors were persuaded by the president to accept Dr. Jay's offer, to endeavor to raise funds for them. The president of the University of Pennsylvania had sailed for England a few weeks before, as was subsequently ascertained, on a like errand in behalf of his own college, and, by the advice of the friends of both, the collection for the two colleges was made a joint one. The king, however, gave £400 to the college at New York, which thenceforward received the name of King's College. The half of the avails of the collection, received by King's College, amounted to about £6,000, above the expenses. In the autumn of 1762, Rev. Myles Cooper, a graduate of Queen's College, Oxford, came to New York, recommended by Archbishop Secker as a suitable person for a professor in the college, and to succeed Dr. Johnson when he should resign. He was immediately appointed professor of moral philosophy, and soon won the regard of all the friends of the college. Dr. Johnson had not intended to resign until after the commencement, in May, 1763, but the sudden death of Mrs. Johnson, of small-pox, in February, of that year, determined him to relinquish his situation at an earlier period, and he accordingly threw in his resignation about the first of March, and retired to Stratford. Mr. Cooper was chosen president before the commencement in May, and Dr. Clossy, a graduate of Trinity College, Dublin, appointed professor of natural philosophy.

In 1764, Dr. Johnson again became rector of the church at Stratford, and continued in that office until his death. But though it would have seemed that, at the age of nearly seventy, after a life of so great intellectual activity, he would have sought the repose and quiet he had so fairly earned, yet we find the instinct of the teacher was so strong, that he devoted himself to new labors in behalf of his grand-children, preparing first an English grammar for their use, then revising his catechism, his works on logic and ethics, and finally preparing a Hebrew and English grammar, published in London, in 1767, and subsequently revised and enlarged in 1771. At the same time, he reviewed, with great care, his theological and philosophical opinions, and the ground on which they were based; spent some hours each

day in the study of the Hebrew scriptures, and, though laboring under a partial paralysis of the hand, kept up, with great punctuality, an extensive correspondence with eminent men, both in England and America. After his death, portions of his correspondence with Bishops Berkeley, Sherlock, and Lowth, and Archbishop Secker, were published, and fully justified the high reputation in which he had been held while in life. His death, which occurred on the 6th of January, 1772, was very peaceful, and, though sudden, entirely unattended with pain. He expired while sitting in his chair, and conversing on his approaching departure, with his family.

The following inscription, composed by his friend and successor in the presidency of King's College, Rev. Dr. Cooper, was placed upon his monument, in Christ Church, Stratford:—

M. S.
SAMUELIS JOHNSON, D. D.,
Collegii Regalis, Novi Eboraci
Præsidis primi,
et hujus Ecclesiæ nupe Rectoris
Natus die 14to Octob. 1696
Obiit 6to Jan. 1772.

"If decent dignity, and modest mien,
The cheerful heart, and countenance serene;
If pure *religion*, and unsullied *truth*,
His age's solace, and his search in youth;
If piety, in all the paths he trod,
Still rising vig'rous to his *Lord* and *God*;
If *charity*, through all the race he ran
Still wishing well, and doing good to *man*;
If *learning*, free from pedantry and pride,—
If *faith* and *virtue*, walking side by side;
If well to mark his being's aim and end,—
To shine through life, a *husband*, *father*, friend;
If these ambitions in thy soul can raise,
Excite thy reverence, or demand thy praise;
Reader—ere yet thou quit this earthly scene,
Revere his name, and be what *he* has been."

MYLES COOPER.

MEMOIR OF CALEB BINGHAM.

WITH NOTICES OF THE PUBLIC SCHOOLS OF BOSTON, PRIOR TO 1800.

BY WILLIAM B. FOWLE.

CALEB BINGHAM, who enjoyed an enviable reputation as a private and public teacher in Boston, Mass., toward the close of the last century, and, who, through his school books, was, perhaps, more extensively known than any contemporary teacher in the United States, was born at Salisbury, in the north-western corner of Connecticut, April 15th, 1757. His father* was a very respectable farmer, and his mother a descendant of Roger Conant,† first among the worthies that settled at Salem, before Boston was founded by Governor Winthrop.

Little is known of the youth of Caleb. Salisbury was a new town, containing many Indians of such doubtful character, that the worshippers on Sunday, went to church armed; and the log house used for a church had portholes like the forts of older New England towns, and a guard was stationed at the door. Such a state of society would afford but little chance for a regular education, and the tradition is, that Caleb was prepared for college by the Rev. Dr. Salter. The sisters remembered that Caleb was a slender boy, while his brother Daniel was unusually robust, and there can be no doubt that the same mistake was made, in this case, that is every day made in our agricultural districts; the boy who needed air and exercise was con-

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* There may be no difficulty in tracing his paternal ancestors. The tradition is that Jabez, the grandfather of Caleb, presented his son Daniel, with a hundred acres of land in Salisbury, near the mountain, and he, after the birth of Caleb, purchased the beautiful farm between the Lakes Washinee and Washining, and lived there till his decease, February 1, 1805. His wife had died just a year before him, and the homestead came into the possession of Caleb, whose local attachment induced him much against his interest and the advice of his family, to buy out the other heirs, and erect a somewhat expensive house adjoining the old mansion in which he had spent his youth.

† Cotton Mather informs us that, about the year 1624, a worthy gentleman, Mr. Roger Conant, was sent over from England to Salem, for the purpose of encouraging, strengthening, and promoting the settlement of the new country. Soon after his arrival, which was with a company of whom he was chief, his son Exercise was born. How many other sons he had we are not told, but this Exercise had Josiah and Caleb, and removed into Connecticut, where he died. His remains were deposited in the burial ground of the First Society in Mansfield, where his tomb stone is still to be seen. Josiah had but one child, Shubael, who was a counsellor for the state, colonel of the regiment, judge of the county court and of probate, and deacon of the church in Mansfield. Caleb had seven children, of whom Hannah, the youngest, married Daniel Bingham, and removed to Salisbury, in Connecticut, where Caleb, their second son, the subject of this memoir, was born.

fined tc, what is more fatal than hard labor in a penitentiary, the narrow walls of a school-room or college, and the hearty boy, who was able to endure such inactivity, was sent into the field. Whether Caleb had shown any unusual love for study is not known, but if he was feeble, as seems to be the fact, he was probably indulged, and allowed to read while his brother was at work.

The family of Dr. Wheelock, the founder of Moor's school and Dartmouth college, and that of Mr. Kirkland, the distinguished missionary to the Indians, were related to the Binghams, and this probably led Caleb to Dartmouth rather than to New Haven. Moor's Indian school had been removed to the wilderness a few years before, and the high character of the elder Wheelock, had even obtained aid from England to found a college, where the scattered condition of the inhabitants made even common schools a rarity. Mr. Bingham entered college in 1779, a bustling period on the frontiers, and he graduated in 1782. Immediately after he graduated, he was appointed master of Moor's charity school, which was an appendage to the college, and under the direction of the same persons who managed the affairs of the higher institution. The respectful intercourse that always existed between Mr. Bingham, the Wheelocks, father and son, the professors of the college, and the venerable Eden Burroughs, clergyman of the town, to much of which the writer was a witness, abundantly proves the high estimation in which Mr. Bingham was held as a scholar and a man. While an under-graduate, Mr. Bingham united himself with the church under the care of Mr. Burroughs, and his affection for this excellent man no doubt led him to take the interest he did in endeavoring to check the wayward career of his son, the somewhat notorious Stephen Burroughs.

Mr. Bingham removed to Boston, about the year 1784.* He had

* It is suspected that, on the way to Boston, he stopped at Andover, and had the care of Phillips Academy, a few months, after Dr. Pearson left it to assume the professorship of Hebrew at Harvard college; for the venerable Josiah Quincy thinks he was for several months a pupil of Mr. Bingham at Andover, where an unsuccessful attempt was made to induce him to become the permanent Principal. There is much truth and feeling in the following extract from a letter of this distinguished man, and to fully appreciate the tribute, it should be known that the parties were at the opposite extremes in politics, when such a position generally embittered all the intercourse of life. "As the subject lies in my mind," says Mr. Quincy, "in the autumn of 1785, Mr. Bingham succeeded Dr. Pearson, in the care of the Academy, but did not remain longer than the April of 1786. While there, I was his pupil, and recollect well that his kind and affectionate manner of treating the scholars gained their attachment, so that his determination not to become a candidate for the permanent instructorship was a subject of great disappointment to the boys. All my impressions concerning him are of the most favorable kind. He was a man of heart; and his feelings led him to take great interest in the character and success of his pupils, and, as is usual with such men, his kind affections were reciprocated by those who enjoyed his instruction."

This reminiscence, which is entitled to great weight, places Mr. B.'s advent in Boston, much later than the time named by his family, and as he married in 1786, it hardly allows a reasonable time for forming an acquaintance, which must have commenced after his arrival.

learned that there was an opening for an enterprising teacher in Boston, and he came with the strongest recommendations from the government of the college.

The main object of Mr. Bingham in coming to Boston was to establish a school for girls; and the project was of the most promising description, for the town of Boston had even then become eminent for its wealth and intelligence, and, strange to say, was deficient in public and private schools for females. It certainly is a remarkable fact, that, while the girls of every town in the state were allowed and expected to attend the village schools, no public provision seems to have been made for their instruction in the metropolis, and men of talents do not seem to have met with any encouragement to open private schools for this all important class of children. The only schools in the city to which girls were admitted, were kept by the teachers of public schools, between the forenoon and afternoon sessions, and how insufficient this chance for an education was, may be gathered from the fact, that all the public teachers who opened private schools, were uneducated men, selected for their skill in penmanship and the elements of arithmetic. The schools were called writing schools; and, although reading and spelling were also taught in them, this instruction was only incidental, being carried on, we can not say "attended to," while the teachers were making or mending pens, preparatory to the regular writing lesson.

This had probably been the state of things for more than a century, and at the advent of Mr. Bingham, there were only two such schools, while there were two others devoted exclusively to the study of Latin and Greek, although the pupils of these latter schools hardly numbered one tenth of the others. Of course, the proposal of Mr. Bingham to open a school, in which girls should be taught, not only writing and arithmetic, but, reading, spelling and English grammar, met with a hearty reception, and his room, which was in State street, from which schools and dwelling houses have been banished nearly half a century,* was soon filled with children of the most respectable families. There does not seem to have been any competition, and Mr. Bingham had the field to himself for at least four years before any movement was made to improve the old public system, or to extend the means of private instruction.

At that time, and for more than a century and a half, the public schools of Boston, and indeed, those of the state had been under the control and supervision of the selectmen, three to nine citizens, elect-

* Probably in the building on the lower corner of Devonshire and State streets, afterwards the Post Office.

ed annually to manage the financial and other concerns of the several towns, without much, if any, regard to their literary qualifications. The selectmen of Boston were generally merchants, several of whom, at the time under consideration, had daughters or relatives in the school of Mr. Bingham. It was natural that the additional expense thus incurred, for they were taxed to support the public schools, from which their daughters were excluded, should lead them to inquire why such a preference was given to parents with boys; and the idea seemed, for the first time, to be started, that the prevailing system was not only imperfect, but evidently unfair. The simplest and most natural process would have been to open the schools to both sexes, as the spirit of the laws required, but this would have left the instruction in the hand of the incompetent writing masters, when a higher order of teachers was required; or it would have involved the dismission of all the writing masters, a bold step, which the committee dared not to hazard, because many citizens were opposed to any innovation, and the friends of the masters were so influential, that no change was practicable, which did not provide for their support. After much consultation, therefore, there being some complaint of the insufficient number of the schools, the school committee proposed the only plan which seemed to secure the triple object,—room for the girls, employment for the old masters, and the introduction of others better qualified.

The new plan was to institute three new schools, to be called READING SCHOOLS, in which reading, spelling, grammar and perhaps geography, should be taught by masters to be appointed; the two old writing schools to be continued, a new one established; and one of the Latin schools to be abolished. As no rooms were prepared, temporary ones were hired, so that the same pupils attended a writing school in one building half the day, and a reading school in a different building, at a considerable distance, and under a different and independent teacher, the other half. Each reading school had its corresponding writing school, and while the boys were in one school, the girls were in the other, alternating forenoon and afternoon, and changing the half day once a month, because, Thursday and Saturday afternoons being vacation, this arrangement was necessary to equalize the lessons taught in the separate schools. This system afterwards acquired the name of the double-headed system, and it was continued, essentially, for more than half a century, in spite of all the defects and abuses to which it was exposed. Even when the town built new school houses, the upper room was devoted to the reading school, and the lower to the writing, the masters never changing rooms, and the

boys and girls alternating as before. The points gained, however, were very important, the girls were provided for, better teachers were appointed, and the sexes were separated into different rooms. This latter provision, which we consider inestimable, and the great distinction of the Boston schools, seems to have been the result of accident or necessity, but the deepest insight into human nature, the profoundest sagacity, the highest wisdom, could not have invented a more effectual barrier against vice and depravity. Sentimentalists sometimes tell us of the beneficial influence of the gentler upon the ruder sex in mixed schools, but a long and wide experience has satisfied the writer that the evil influences arising from mixed schools, whether primary, high, or normal, are incalculable. Mr. Bingham would never have taught a mixed school, and he foresaw that even the primary schools of Boston, would be nurseries of vice, if, as was proposed, the separation, which existed in the upper schools, was not extended to them.

As no provision was made in the reading schools for any exercise in writing, no such exercise was required there; and the immense advantage arising from having the teacher able to give instruction in penmanship, as well as in orthography, and composition, was wholly lost. The writer passed through an entire course in the Boston schools, and was never required to write a sentence or a word of English. The first three reading masters were good penmen, and Mr. Bingham was distinguished for his skill, but this was not afterward considered an essential qualification of the reading master; and when, forty years afterward, a change was proposed in the schools, by which the "double-headed system" was to be reduced to a single head, the reading masters were found as incompetent to teach penmanship as the writing masters had always been to teach any thing else. Another amusing error prevailed in the schools for more than a quarter of a century. The committee adopted the notion that girls could not attend school in Boston, where there were sidewalks, although they did in the country where there were none; and so the girls were only allowed to attend the schools six months, from April to October, and, during the winter months, half the boys attended the reading schools, while the other half attended the writing, alternating as the boys and girls did in summer.

Before the new system went into operation, the great object was, to secure the services of Mr. Bingham, and he was accordingly appointed with a salary of two hundred pounds. His letter accepting the appointment, is dated Dec. 12, 1789, and is characteristically modest:—"He is not sure that he shall fulfill their expectations, and hopes the pecuniary sacrifice he makes by relinquishing his private school will be a

public gain." The same room he had before occupied, was hired by the town, and Jan. 4, 1790, the new system went into operation. Previous to this reform, the writing masters had been allowed to teach private schools, but this was soon strictly forbidden, and a general remonstrance signed by all the reading and writing masters, did not move the committee to rescind the regulation. Much dissatisfaction prevailed, but Mr. Bingham, not having opened a private school, did not enter into the controversy so zealously as Master Carter and some others. The small compensation of the teachers, and the want of schools for girls, under the old plan, had led to this abuse, but, while we praise the committee for their discernment in abolishing the privilege, we can not praise their liberality in refusing to raise the salaries according to the loss evidently incurred.

Another evil in the new system also held its ground for many years. Boys had been admitted into the Latin school at the early age of seven years, on the mistaken idea, that the very young are best qualified to learn a dead language, as they undoubtedly are to to learn a spoken one. The age was increased to ten years by the new system, but, as before, no provision was made in the Latin school for their instruction in English, in penmanship, or in any of the common branches. To remedy this serious defect, the Latin scholars were *allowed* to attend the writing schools two hours, forenoon or afternoon, and about thirty availed themselves of the privilege, although they were obliged to neglect one school to attend the other, and unpunctuality and disorder, in all the schools, were the natural consequence.

The prohibition, to teach private schools, does not appear to have been of long continuance; for, although the records do not show that the order was repealed, these intermediate private schools were common early in the present century, and permission to the Latin scholars to attend the writing schools was withdrawn. The teacher of the Latin school in connection with a writing master, kept a private English school in the Latin school-room, while the writer, was a pupil there, in 1808, and the writer himself attended a private school kept by a reading master in another part of the town. Of course, it was a passport to favor in every public school, to attend the master's private school also, and those who only went to the public school, were considered a somewhat inferior caste. Sometimes the ushers opened private schools in the evening, but these were chiefly attended by apprentices, and boys who attended no other school.

Every master was allowed one assistant called an *usher*, and several of those first employed, were afterwards advanced to the mastership, but this was always treated as a very subordinate situation; for

the salary could not tempt a man of any talent, and the committee soon let it be seen that ushers were not candidates for promotion.

Complaints of insufficient pay, were constantly made in the shape of petitions from both masters and ushers, but no change was made during the official career of Mr. Bingham. Mr. B., was a modest and sometimes even timid man, but there were at least, two occasions on which he showed that there was no lack of moral courage, when his course was clearly indicated by duty. He had not long been in office, before he, and all the other teachers, had reason to complain of the unpunctuality of the town in paying their salaries. The treasurer was accustomed, either for the want of funds, or for the sake of speculation in the stock he created, to give a paper to the teachers, certifying that the town owed them a certain sum, and this certificate, which was called a "town order," the needy masters were obliged to sell at a considerable discount. As remonstrance might be followed by dismission, the teachers bore the imposition a long time; but, at last, Mr. Bingham, smarting under the repeated losses that he had suffered, and not readily finding a purchaser, advertised a "a town order for sale at a liberal discount." At a town meeting that occurred soon after, the insult, thus publicly offered to the town, was the subject of severe remark, and the meeting, highly indignant, despatched an officer to command Master Bingham instantly, to appear and apologize for the offence. He promptly accompanied the officer to Faneuil Hall, and after the offence was formally stated to him by the chairman of the selectmen, he was called upon for his apology. Mr. B., nothing daunted, stretched himself to his full height, and, in a voice that no one failed to hear, gave a brief history of his experience, with which the citizens were, probably, unacquainted, and then concluded with these words: "I have a family and need the money. I have done my part of the engagement faithfully, and have no apology to make to those who have failed to do theirs. All I can do is to promise, that, if the town will punctually pay my salary in future, I will never advertise their orders for sale again." The treasurer immediately slapped him on the shoulder and said, Bingham, you are a good fellow; call at my office after the meeting and I will give you the cash. Mr. B., had little trouble after that in collecting what was due him for his services.*

Among the beneficial changes of the new system, was the addition of twelve citizens to the board of selectmen, for the sole purpose of

* To the other instance of personal courage, which happened twenty years or more afterward, the writer was a witness. The government of the town had determined to break up a large settlement of houses of ill-fame, and the accompanying haunts of vice, that had long been a disgrace to the town, and an annoyance to all peaceable citizens in the neighborhood. An active police officer, named Reed, had made several arrests, and was singled out by a desperate mob as the victim of their vengeance. This mob, armed with clubs and missiles of

superintending the schools. A law authorizing this change had been enacted by the legislature, mainly at the request of the metropolis; but the advantage expected from it was almost neutralized in Boston, by the retention of the selectmen as *ex-officio* members of the school committee; the chairman of the former always presiding at the meetings. Those acquainted with the history of Boston will recognize, in the following list of the first school committee proper, an amount of intellect and character rarely seen in our day.

John Lathrop, D. D., of the North Church.
Samuel West, D. D., of the West Church.
James Freeman, D. D., of the Stone Chapel.
N. Appleton, M. D.,
Thomas Welch, M. D., } all distinguished physicians.
Aaron Dexter, M. D.,
George Richards Minot, Judge and Historian of Massachusetts, after-
Christopher Gore, LL.D. [ward Governor.
Hon. Jonathan Mason, Jr., Senator.
Hon. William Tudor, Judge.
Hon. Thomas Dawes, Judge.
Hon. John Coffin Jones, Merchant and Senator.

Not one of this first committee was a common man, but no one is now living to witness the result of his labors. Their unanimity in adopting the reform, and selecting Mr. Bingham to lead in the improvement, is no faint compliment to the rank and ability of their teacher.

Allusion has been made to some of the alterations introduced by the new system, but, perhaps, the state of education may be better illustrated by an extract or two from the records. One regulation

every description, pursued Reed, who, running for his life, dashed into Mr. B's. yard for shelter. Mr. B., opened the door to him, told him how to pass through the house and escape; and then went out to face the mob. He had no hat on, and his white hair and dignified personal appearance, for a moment quieted the rioters. He seized the happy moment, and, standing on an elevation where he was seen by the crowd that beset the house, he said in the powerful voice, that he is said to have inherited from his father, "Fellow citizens, you are breaking the laws, and I command you in the name of the Commonwealth of Massachusetts to disperse. I am a magistrate." His family urged him not to venture out, for it would cost him his life; but he saved the officer, and dispersed the mob, in less time than it has required to record the anecdote.

The personal appearance of Mr. Bingham, was favorable to such a demonstration. His height was about six feet, and his frame well proportioned and well developed. His face was pleasant, but rather short. His eyes were light blue, his nose short and rather sharp, his hair was dressed with earlocks, powdered, and braided behind, exactly in the style of Washington's. He wore almost to the last, a cocked hat, black coat and small clothes, with a white vest and stock, and black silk hose. In winter, he wore white topped boots, and in summer, shoes with silver buckles. His appearance and manners were those of a gentleman; he was respectful to all; affable, gentle, and free from any of the traits which are apt to cling to the successful pedagogue. At the age of sixty, he began to stoop a little in consequence of disease that principally affected his head, and his nerves began to shake; but though represented to be feeble in his youth, there was no appearance of debility in manhood. He could dress himself and walk the room twenty-four hours before he died.

requires the writing masters to teach "writing, arithmetic, and the branches *usually taught in town schools*, including vulgar and decimal fractions." Another regulation required the reading masters to teach "spelling, accent, and the reading of prose and verse, and to instruct the children in English grammar, epistolary writing and composition." "Boys and girls were to be admitted at seven years of age, if previously instructed in the woman schools," which, it will be recollected, were all private schools, over which the committee had no control, and to which those only who could pay were admitted.

The Latin school under Master William Hunt, was kept in a small, square, brick building, which stood on a lot opposite the present City Hall, in School street. The north reading school, was in Middle street, and the north writing, in North Bennett street. The central reading was in State street, and the south writing, was at the corner of West and Tremont street, the south reading, being in Pleasant street. The central writing, under Carter, is said, in the record, to be in Tremont street. The north Latin school, that was discontinued, stood on a lot by the side of the north writing school.

The books used in the reading schools were, the Holy Bible, Webster's Spelling Book, Webster's Third Part, and the Young Lady's Accidence. The Children's Friend and Morse's Geography were allowed, not required; and "Newspapers were to be introduced, occasionally, at the discretion of the masters." This is the first time* that the writer ever saw newspapers required by a school committee, but there can be no doubt that the regulation was the result of true wisdom. The misfortune was, that the rule was entirely neglected, as was that requiring composition to be taught in connection with English grammar. The probability is that, for twenty years, not a newspaper was read in any school, nor a word written. The Latin school was divided into four classes, and the books used were,

First Class.	Second Class.	Third Class.	Fourth Class.
Cheever's Accidence.	Clarke's Introduction.	Cæsar.	Virgil.
Cordery.	Ward's Latin Gram.	Tully's Epist.or Offic's.	Cicero's Orations.
Nomenclator.	Eutropius.	Ovid Metamor.	Greek Testament.
Æsop, Latin and Eng.	Selectæ e Vet. Test.	Virgil.	Horace.
Ward's Latin Gram. or Eutropius.	Castalio's Dialogues.	Greek Grammar.	Homer.
	Garretson's Exercises.	Making Latin from King's Heathen Gods.	Gradus ad Parnassum. Making Latin contin'd.

The writer remembers Master Hunt, as a frequent visitor at Mr. Bingham's bookstore. The committee removed him after several years' service under the new system, and the injustice of the removal was the burden of his conversation. He taught private pupils several years after he left the public service, was a venerable looking man,

* Comenius did this two hundred years before. Ed.

and is well represented by his grand children, one of whom has been distinguished as a teacher of the same school.

Furthermore, it was ordered that, in the writing schools, the children "should begin to learn arithmetic at eleven years of age; that, at twelve, they should be taught to make pens." Until eleven years old, all the pupils did, in a whole forenoon or afternoon, was to write one page of a copy book, not exceeding ten lines. When they began to cipher, it rarely happened that they performed more than two sums in the simplest rules. These were set in the pupil's manuscript, and the operation was there recorded by him. No printed book was used. Such writing and ciphering, however, were too much for one day, and boys who ciphered, only did so every other day. If it be asked, how were the three hours of school time occupied? The answer is, in one of three ways,—in mischief; in play; or in idleness. The pupils were never taught to make their own pens, and it occupied the master and usher two hours of every session to prepare them. The books were generally prepared by them out of school hours. The introduction of metallic pens, relieved the teachers from their worst drudgery, and left them free to inspect the writing of their pupils, which was impossible before.

In the reading schools, the course was for every child to read one verse of the Bible, or a short paragraph of the Third Part. The master heard the first and second, that is, the two highest classes, and the usher heard the two lowest. While one class was reading, the other studied the spelling lesson. The lesson was spelled by the scholars in turn, so that the classes being large, each boy seldom spelled more than one or two words. In grammar, the custom was to recite six or more lines once a fortnight, and to go through the book three times before any application of it was made to what was called parsing. No geography was prepared for the schools until Mr. Bingham left them. Morse's abridgment began to be a reading book about the year 1800, and soon after, Mr. Bingham prepared his little Catechism, which was probably based upon it. When Mr. B's American Preceptor was published, it displaced Webster's Third Part. His Child's Companion superseded Webster's Spelling Book in the lower classes, and the Columbian Orator, was the reading book of the upper class, to the displacement of the Bible, which, instead of being read by the children, was read by the reading masters as a religious exercise, at the opening of school in the morning, and at its close in the afternoon. The writing masters were not required to read or pray for fifteen or twenty years after the great reform.*

* The above, the writer believes is a fair account of the system, which has given Boston an

The Franklin Medals were introduced during the public service of Mr. Bingham, but he never heartily approved of the influence thus exerted; for it was evident, he said, that only a very small portion of the pupils had any hope of acquiring a medal, or made any effort to do so, while the disappointment of many who did endeavor, caused him no little pain. It is to be hoped that the school committee will contrive to strip this well meant bequest of the great Bostonian of its unequal and often injurious influence.

There were three reading masters; Mr. Bingham was undoubtedly the first, and the second in rank was Elisha Ticknor. This gentleman was also from Connecticut, and a graduate of Dartmouth, and is supposed to have been invited to Boston, to assist Mr. Bingham in his private school. The writer well remembers him as a tall, thin, erect and grave man, a deacon of the old South Church, and more stiff and ceremonious than his remote relative, Mr. Bingham. He married a widow lady of some property, soon after he took the South Reading School, and, becoming dissatisfied with the slender income of a public teacher, he resigned his office at the end of five years, turned grocer, and by frugality and strict attention to business acquired a handsome property before his decease, which took place in 1827.

The third reading master was Samuel Cheney, who was teaching in Tyngsborough, Mass., when he was appointed to the north school in Boston. He had graduated at some college, but his letter of application, now on the files of the school committee, indicates a very low state of English scholarship. He did not give satisfaction, and was dismissed in 1793, although many parents of his pupils, and several influential citizens, strove hard to induce the committee to retain him.

The chief writing master was John Tileston. He had long been in the public service, and by faithful attention to his narrow round of duties, was retained, although destitute of energy and invention. He was born at Braintree, near Boston, about 1738, and, when a boy, was taken by Master Proctor, (deacon of the First Baptist Church in Bos-

enviable reputation throughout the world. It is evident that it must not be measured by what education ought to be, but by what it had been. It is by no means certain that the schools of Boston were any better than those of the country before 1790; for, although the Boston schools were open the year round, while the country schools did not average six months, it is claimed that as much was learned in the six months as in the twelve, and while the school age was restricted to fourteen years in Boston, it was unlimited in the country, and girls as well as boys were taught in less crowded schools. If it be said that Boston has maintained a high rank in literature and mercantile enterprise, it may be also said, with truth, that the greater number of her literary men, and most enterprising merchants, were not born or educated in Boston. Of all the first set of teachers under the new system, not one was of Boston, and of the many hundreds that have succeeded them, the writer can not call to mind a half dozen Bostonians.

ton,) to be his apprentice. Before the Revolution, he became an usher, and, at the death of Deacon Proctor, was appointed master. In this office he continued till 1823, when, at the age of eighty-five, or thereabout, he was allowed a pension of six hundred dollars a year, and the rank of master, without any school. This was the first case of a pension on the records of the town, and but one other case has since occurred. How forcibly does this neglect of useful citizens contrast with the practice that prevails in every *civilized* country, of pensioning soldiers, often the most worthless members of the community, whose life, at best, is one continued warfare upon the true interests of society, and at variance with the leading principles of the Gospel of the Prince of Peace. Master Tileston was a very short and thick man, of a fair and ruddy complexion, and always wore the horsehair wig, bushy, but not curled, that was worn by the clergy of Boston, until near the end of the last century. When young, some accident by fire had crippled his right hand, and yet his penmanship was elegant for the times. He loved routine; and probably, if he had taught a school a century, he would never have improved any arrangement of it. Printed arithmetics were not used in the Boston schools till after the writer left them, and the custom was for the master to write a problem or two in the manuscript of the pupil every other day. No boy was allowed to cipher till he was eleven years old, and writing and ciphering were never performed on the same day. Master Tileston had thus been taught by Master Proctor, and all the sums he set for his pupils were copied exactly from his old manuscript. Any boy could copy the work from the manuscript of any other further advanced than himself, and the writer never heard of any explanation of any principle of arithmetic while he was at school. Indeed, the pupils believed that the master could not do the sums he set for them, and a story is told of the good old gentleman, which may not be true, but which is so characteristic as to afford a very just idea of the course of instruction, as well as of the simplicity of the superannuated pedagogue. It is said that a boy, who had done the sum set for him by Master Tileston, carried it up, as usual, for examination. The old gentleman, as usual, took out his manuscript, compared the slate with it, and pronounced it wrong. The boy went to his seat and reviewed his work, but finding no error in it, returned to the desk, and asked Mr. Tileston, to be good enough to examine the work, for he could find no error in it. This was too much to require of him. He growled, as his habit was when displeased, but he compared the sums again, and at last, with a triumphant smile, exclaimed, "see here, you *nurly* (gnarly) wretch, you have got it, 'If four tons of hay cost

so much, what will seven tons cost?" When it should be, "If four tons of *English* hay cost so and so. Now go and do it all over again." Whether this be true or not, there is no doubt of the truth of the two following anecdotes, which are told more to show the state of instruction in the schools, than to expose the incompetency of the teacher, who was evidently retained from pity or affectionate regard, long after his usefulness was at an end. Once, after the writer had done the two sums in subtraction, which had been set in his manuscript, being tired of idleness, and seeing the master at leisure, he ventured to go up to the desk and ask the master to set him another sum. This was a bold innovation, and the old gentleman considered it nothing less, but, as the pupil was somewhat of a favorite, he only growled as he took the manuscript, and said, "Uh, you nurly wretch, you are never satisfied." Again, after the writer was apprenticed to Caleb Bingham, Master Tileston called at the bookstore, and, out of respect for the venerable man, the pupil wiped his pen on a rag that hung by the desk for that purpose, and suspended his work. The old gentleman approached the desk, and carefully raising the rag with his thumb and forefinger, said, "What is this for?" "To wipe the pen on, sir, when we stop writing," said the respectful pupil. "Uh! it may be well enough," said he, "but Master Proctor had no such thing." Master Tileston, always wiped out his pens with his little finger, and then cleaned his finger on the white hairs just under his wig. His model, Master Proctor, had been dead half a century, perhaps, but he still lived in the routine that he had established. When will school committees discover that it is incalculably cheaper to pension one such deserving and faithful servant, than intellectually to starve a whole generation of children.

James Carter, the master of the centre writing school, that was connected with Mr. Bingham's reading school, was a different man. He also had been a public teacher many years before the great change, and was renowned for his elegant penmanship. Imperious in school, he lived freely, and at least to the full extent of his means. Accustomed to what was called good society, he had the free and easy manners of his associates, and was not particularly fitted to mould the manners of the young. He appears to have ruled the schools and the committee until the change of systems, and he did not yield with a good grace to that order of things which brought with it some restraint and more labor, while it made his office subordinate, in fact, to the head of the reading school. He died, however, in the harness, for he could not afford to resign the salary allowed him although inadequate to his support.

The third writing master was John Vinall, who was born in Boston, and had been a teacher in Newburyport, seventeen years before he obtained the south writing school in his native city. He was a very unpopular man, and complaints, especially of coarseness of speech, were made to the committee; and, though he indignantly denied their truth, the opposition continued until he resigned, March 28th, 1795. He was tall, thin, always meanly dressed, when the writer became acquainted with him, and his features pock-marked were very ugly, but a long and familiar acquaintance with him leads the writer to say that, though miserly in his habits, and having a doubtful reputation as a justice of the peace, there was nothing in his language, or manners, to indicate that there was any truth in the charges brought against him as a teacher. He early purchased an estate on Beacon street, that afterwards became very valuable; and he was said to be useful as a political agent to his neighbor, Governor Hancock. It may have been so, but this would rather account for the prejudices against him, than prove him an unprincipled man. In politics he was a Jeffersonian republican, and this was enough, in those days, to ruin the prospects of any man who sought distinction in Boston. Mr. Vinall was the only teacher besides Mr. Bingham, that ventured to publish a book, and he composed an arithmetic, which never sold, and which, though recommended to others by the school committee, seems never to have been adopted for use in the Boston schools. He died in Boston about the time that Mr. Bingham did, leaving a son and two very worthy unmarried daughters.

While a private teacher in Boston, Mr. Bingham had published a small English grammar, which, being intended for his female pupils, he called "*The Young Lady's Accidence, or a short and easy Introduction to English Grammar; designed principally for the use of Young Learners, more especially those of the Fair Sex, though proper for either.*" When the author entered the public service, his book followed him. It was the first English grammar ever used in the Boston schools, and was still in use there when the writer entered them in 1801. It continued to be used until "An Abridgment of Murray's Grammar, by a Teacher of Youth"* was substituted, and the sale of the Accidence declined, until at the author's death in 1817, it was no longer an object for any one to print it. It was a very small book of 60 pages, and was probably only intended for an abstract of principles to be more fully explained by the teacher. This was the second American English grammar, Webster's having preceded it a year or two. The British grammar, a better book than either, had been re-

* Asa Bullard, probably, the successor of Mr. Ticknor, at the South Reading School.

printed in 1784, and Dr. Lowth's had been reprinted for the use of Harvard College, but they were little known, and not at all used in public or private schools.

Mr. Bingham and Noah Webster took advantage of the dearth of school books at the revival of common schools, which followed the war of Independence, and they fairly divided the country between them. Until their day, the only reading books used in the schools were the Bible and psalter, with such meagre lessons as were found in the New England Primer and the spelling books of Fenning, Moore, Dilworth and Perry which were successively introduced before the Revolution, but all superseded by Webster's or Bingham's soon after that event. Perry's Sure Guide was much used, and died hard, after having undergone a revision in the hands of Isaiah Thomas, Jr., a son of the venerable printer of Worcester. The New England Primer never deserved the name of a spelling book, but was probably valued and used for the abridgment it contained of the assembly's catechism, which was always formally taught in all the public schools of Massachusetts, until toward the close of the eighteenth century. It was disused in the Boston schools some years before it lost ground in the rural districts; but, even in Boston, it was retained in the private dame schools for young children, as late as 1806. Spelling having been left to the writing masters of Boston more than a century, it might naturally be inferred that the graduates of the schools were all bad spellers, but there is no appearance of any such deficiency in the manuscripts that exist, and the probability is, that, on the introduction of new branches of study, spelling became neglected, and this important and very difficult study never, probably, was in a worse condition than it is at the present moment.*

Our rivals both made reading and spelling books; and the reading books of Mr. Bingham far outstripped those of Mr. Webster, but the spelling book of the latter far distanced the Child's Companion of Mr. Bingham, which was a smaller book, and treated rather as an introduction to Webster's than a complete vocabulary. It was but little used when Mr. Bingham died, and now, like the Young Lady's Accidence, is merely a curiosity. The American Preceptor and Columbian Orator of Mr. Bingham contain few original pieces by him, but the selections were more lively than those of Webster, and better adapted to the taste of the community, which was not over critical or refined, and they held their ground against all competitors for at

* The writer has, in his hands, letters from more than five hundred school committee men, and spelling exercises of more than five thousand teachers, male, and female, to corroborate the opinion above expressed.

least a quarter of a century.* The chief feature of Mr. Bingham's two books, was their original dialogues. Who wrote those in the American Preceptor is uncertain, but those in the Orator were mainly written by David Everett, a Dartmouth graduate, who came to Boston, and established the Boston Patriot some years afterward. He was no poet, but, in sport, wrote for the Orator that little piece, "You'd scarce expect one of my age, &c.," which has been the charm of the young American orators for half a century.

When geography began to be read in our public schools, and class books were read long before any lessons were recited or any maps used, Mr. Bingham prepared the small "Astronomical and Geographical Catechism," based upon Dr. Morse's School Geography, which was read occasionally by the highest class in the Boston reading schools. Many copies of the Catechism were sold annually, and, meagre as it was, it was the only book used, and was recited literally, without any explanation or illustration by teacher or pupil.

Mr. Bingham, in connection with his eldest daughter, published a small volume of "Juvenile Letters," a collection of familiar epistles between children, calculated to introduce them to the forms of letter-writing and English composition. He also translated Atala, an Indian tale by Chateaubriand, which is almost the only one of his works by which his style of English composition can be judged. Mr. Bingham was a good French scholar, and spoke that language fluently, but where he learned it is unknown. The translation of Atala was well executed, and several neat editions were printed and sold.

Mr. Bingham had a high reputation as a penman, and pupils came from a distance to receive lessons of him. He never taught penmanship after he entered the public service, but he retained a love for the art, and was often employed to open and ornament books of record, and to write diplomas. When Jenkins, the writing professor, published his system, Mr. Bingham did all the writing gratuitously. Soon after Mr. Bingham left the school in 1796, he published a set of copy slips, probably the first engraved slips ever published in America. The coarse and fine copies were in separate books, the former being engraved from patterns of his own writing, and the latter from those by the daughter before mentioned. They were both engraved by Samuel Hill, one of the earliest Boston engravers, but, though well done for the times, they would not be much esteemed now as patterns. Mr. Carter was far superior as a penman, but neither must be judged by the taste that now prevails.

* When the writer became their proprietor, they were little used, and he projected and published that series known as the Pierpont Readers, which for years had a run at least equal to their predecessors.

Mr. Bingham published no other work that can be called original. He republished an historical grammar, making some slight additions to adapt it to our schools. He published two or three editions of Sermons by Dr. Logan, a Scotch divine, and he edited an edition of the Memoirs of Stephen Burroughs. A publisher in Albany, hearing of his intimacy with the father of Stephen, the venerable pastor to whose church Mr. Bingham joined himself while at college, proposed to Mr. Bingham to edit an edition. Having more than doubts of the utility of such books, Mr. Bingham endeavored to dissuade the publisher from reviving what was passing into oblivion; but, when he found that the edition would be printed at any rate, he consented to supervise it, and inserted a few notes to explain circumstances, or to nullify the evil influence he feared. These are all the literary enterprises in which Caleb Bingham ever engaged as editor or publisher, and although they may seem mean by the side of some modern undertakings, it must be recollected that, although he may have stood second to Noah Webster, when they died, he long stood first in the number of books published, and always stood first in regard to the number published by himself. Moreover, it may be said that not one of Mr. Bingham's books proved a failure, while only one of Mr. Webster's, the Spelling Book, proved successful. Of course this remark does not include the Dictionary, which was published after the decease of Mr. Bingham, and owes its success more to others than to the industrious author.*

The success of Mr. Bingham's books, and the increase of vertigo and headache, no doubt brought on by the confinement incident to his vocation, induced him to resign his office in September, 1796, and though he lived nearly twenty years afterward, he never resumed the business of instruction in any form. He did not lose his interest in schools, however, for he not only visited those of Boston, but those of New York and other remote cities; and his store was, for many years, the head quarters of the Boston teachers. Brown who succeeded Bingham; Bullard who followed Ticknor; Little, who, with a short interval, when Crosby or Sleeper was master, was successor to Cheney;

* It is an amusing circumstance, and shows the uncertainty of biographical notices, that the excellent Dr. Allen, whose family was personally intimate with Mr. Bingham's, and who married a daughter of President Wheelock, to whom Mr. Bingham had been a pupil, assistant and amanuensis, in his Biographical Dictionary, improved edition, 1832, says of Mr. Bingham. "*He published an interesting narrative, entitled The Hunters, Young Lady's Accidence, 1789, Epistolary Correspondence, the Columbian Orator.*" The "Epistolary Correspondence" was the "Juvenile Letters" for children, and "The Hunters" was an anecdote of an accident that happened to Hugh Holmes, and an Indian boy of Moor's school. Mr. Bingham, for his amusement, wrote the story on a large slate, and the writer of this note copied it on paper, drew one or two embellishments for it, and printed it as a picture book for children. It never sold, although true, and very interesting. The style in which it was printed was a warning.

Snelling who followed Carter; and Rufus Webb who succeeded Vinall, were all intimate with Mr. Bingham. The first set, also, kept up their acquaintance, and, probably, the second great reform of the schools originated at the book store, for to Elisha Ticknor, more than to any man, Boston owes the free Primary Schools, which, in 1819, superseded the little private schools, kept by women, in which the children of both sexes, for nearly thirty years after the great reform, were prepared to enter the reading and writing schools. Mr. Bingham was a great advocate for these primary free schools, and the counsellor whom Mr. Ticknor most highly esteemed; but both of the friends died before the schools were fully established.

As a bookseller, Mr. Bingham would not now be called enterprising. He printed his own books, which were so salable that he procured in exchange any thing else printed in the country. His sales of miscellaneous books were very limited, and his stock in trade what would now be called small. His store, No. 44 Cornhill, was a single room, not more than twenty by twenty-five feet, and most of the books upon his shelves were there the whole period of the writer's apprenticeship. He preferred to let publishers print his books and pay him a premium for the privilege; and from this source he received annually six or eight hundred dollars as late as 1816. In the transaction of his business he was perfectly just and liberal, but somewhat singular. This peculiarity consisted mainly in his unwillingness to incur any debt, or to have any thing to do with banks. The writer was seven years in his employ, and does not recollect ever to have seen a note of hand signed by him. The moment he commenced business, he felt the injustice of having an asking and a selling price, and he adopted the one-price system and adhered to it through life. Indeed, all the booksellers in Boston were induced, probably by him, to form an association, and, for twenty years, they had uniform prices and fixed rates of discount; an example that stood alone, and that no body of merchants at the present day could be persuaded to imitate. Mr. Bingham served several of the first years as secretary, the only officer they had.

The establishment of town libraries, to furnish suitable reading for the young, was a favorite design of Mr. Bingham, and a better selection of books could generally be found at his store than elsewhere, for this purpose. His advice, too, was relied on by town agents, and, although the number of libraries sold was not great, he supplied a goodly portion of them. When he wished to do something to evince his deep attachment to the place of his nativity, in January, 1803, he selected a library of one hundred and fifty valuable books, and pre-

sented them to the town of Salisbury, for the use of all children from nine to sixteen years of age. The donation was gratefully received and diligently used. Trustees managed the library, and the town, from time to time, made additions, till the volumes numbered five hundred. This was done at a time when a town library was a novelty, and the effect of this upon the citizens is thus described by Judge Church in his centennial address, (1841.)

"At that time, when books, especially useful to youth, were comparatively scarce, this donation was of peculiar value, and gratefully received by the town. It was a small beginning, but it infused into the youthful population a new impulse, and a taste for reading, before unknown, was soon discoverable amongst the young." A venerable minister of the town attributed much of that intelligence, which he claimed for the citizens of Salisbury, to the influence of their library; and the lady of a reverend librarian said with much feeling, "I recollect the joy we girls felt at having a library of our own; books to read of our own. What happy times! What friendly contests for this or that book on delivery days! The donor's memory was very dear to us all, boys and girls, men, women, and children." Mr. Bingham's letter, accompanying the donation, is almost an apology for the liberty taken. He says, "I well remember, when I was a boy, how ardently I longed for the opportunity of reading, but had no access to a library. It is more than probable that there are, at the present time, in my native town, many children who possess the same desire, and who are in the like unhappy predicament. This desire, I think I have it in my power, in a small degree, to gratify; and however whimsical the project may appear to those who have not considered the subject, I can not deny myself the pleasure of making the attempt." He concludes as follows: "Should it so happen that the books should be rejected, or there should be any disagreement, so that the object in view is like to be defeated, please retain the books till you hear further from me." This letter was written to his brother Daniel.

In 1793, before he was a bookseller, Caleb Bingham was the chief agent in establishing the Boston library, which, until the recent movement for a free library, was considered a most important institution. It was not free, however, except so far as that any citizen, who could afford it, might purchase a share, for about twenty dollars, and become a proprietor, paying an assessment of two or three dollars a year, to meet the expenses and secure an annual addition of books. Mr. Bingham had the initiatory meetings at his house, and officiated gratuitously, as librarian for about two years.

This library now contains about eighteen thousand volumes of valuable books, in French and English, and the proprietors have always been amongst the most intelligent and useful citizens of Boston. The library room was always over the arch, in front of the old Monument in Franklin Place, but the building, which is valuable, and belongs to the proprietors, is about to be demolished.

Mr. Bingham had some reputation as a singer, and took a leading part in the musical exercises when Washington visited Boston. He generally sat and sang with the choir wherever he worshipped. He was a religious man from his youth up, but he disappointed the expectation of his father's family when he opened a school instead of becoming a minister of the gospel. His faith was that of the orthodox congregationalists, and when that remarkable change came over the churches of Boston, which made them all Unitarian, he united with the few who remained true to their early belief, and endeavored to restore the ancient faith of the New England churches. Park street church was the result, and he was one of three who became responsible for the price of the land on which that church is situated.* But though so attached to his faith that he left the church of Dr. Kirkland, who was remotely related to him, still, neither doctrines nor forms could repress the natural kindness and gentleness of his disposition. He had true friends in every branch of the household of faith, and all men were brethren, and equal in his eyes, not because he was a republican in religion as well as in politics, but because he was a sincere and humble Christian.

He was a kind man, of tender feelings, and ready for any act of philanthropy. His pupils, many of whom still survive, speak of him with the greatest respect and affection. In the school-room, his discipline was steady but not severe, and when the school committee required the reading and writing masters to give their separate opinions in writing on the subject of discipline, all, except Mr. Bingham, declared that corporal punishment was indispensable; but even he was not sure that it could be entirely dispensed with, "*unless he could select his pupils.*" Three of the masters, Carter, Vinall, and Cheney, were early complained of for severity, notwithstanding the committee had enjoined upon them all to exclude corporal punishment from the schools, and, in no case, ever to inflict it upon females. The writer was present when Mr. Bingham undertook to punish the colored house boy for repeated and provoking misconduct. The boy, who was about ten years old, understood his master too well, for, although the flagellation was inflicted

* The price was about thirty thousand dollars; and the sureties, Mr. Calhoun, a Scotchman, William Thurston, a lawyer, and Caleb Bingham.

with a slender rod, and a reluctant hand, on a back well protected, the rogue screamed most pitifully. He did not shed one tear, but Mr. Bingham shed so many and suffered so much, that he soon concluded that, as he could not bear any more, the boy could not, and the offender was released upon just such a promise as he had made and broken a hundred times before. This kindness of disposition, devoid of such weakness, however, for the incident just related took place after Mr. Bingham had suffered long from the painful disease that shook his system, was especially shown, while he was a director of the state prison, by his endeavors to reform the criminals, and to procure employment for them after the expiration of their sentences. He was particularly interested in the younger prisoners, and procured the pardon of several on the promise to watch over and provide for them. He loved his immediate family, and was strongly attached to his kindred, however remote the degree, and many a mile did he go out of his way to visit distant and poor relatives, with whom he generally left a substantial blessing. He had no enemies, but, his politics, which were well known, though never offensively proclaimed, effectually prevented him from attaining to any other distinction in Boston than that of an honest man. His politics, as has been hinted, were those of the Jeffersonian school. He was a Republican when the opposing party were called Federalists ; and few men of his party, in Massachusetts, were distinguished for wealth, talents or influence. His former position as a public teacher does not appear to have affected his standing ; but it was evident that after the first, and, perhaps, the second race of teachers retired, the Boston teachers sank into a subordinate class, and no longer claimed respectability on account of their office. There was a falling off in quality, and nothing was done, intellectually, to command the respect of the community. A quarter of a century after the great reform, the association of teachers wished to make a public demonstration, but it was difficult to find a teacher who would attempt a public address, and that, finally delivered, had no claims to notice. For the first quarter of the present century we do not find the public teachers taking any part in literary meetings, or leading in any improvement, and it was not until the establishment of the English High School, and the marriage of one or two of the teachers into wealthy families, that an impulse was given to the whole body, which has gone on increasing, although this numerous and powerful body have not yet assumed the rank and influence to which they ought to aspire. The great fault of the Boston system and that of New England, is the control to which teachers are subjected. It is well that a committee should watch over the general

interests of the schools; but it has always paralyzed them to have all the teachers subjected to any common plan, any fixed course of instruction. When the committee are satisfied with the moral character, intellectual attainments, and aptness for teaching, of any master, the responsibility should be laid upon him; liberty should be given him to teach in his own way, and to alter and improve where he thinks proper. This has never been done; but all have been stretched on the same bed, and cut down to the legal size, until the whole profession have been dwarfed, and an independent public teacher is a prodigy. But to return from this digression. When Mr. Gerry, contrary to the course of politics in Massachusetts, was elected governor, Mr. Bingham was appointed a director of the state prison, and so humanely and prudently did he discharge the duties of his office that he was allowed to retain it several years after his party went out of power. Mr. Gerry also appointed him a justice of the peace; but he never acted as a magistrate except in the one case of riot which has been mentioned. During the war of 1812–15, the president of the United States appointed him an assessor of internal taxes for Massachusetts, but Mr. Bingham declined the appointment. For many years he was a candidate of his party, for the senate of the state, but, in those days, there was no third party, and he was never elected, though better qualified, probably, than any other man of his party in Boston, for any office in the gift of the people. The writer of these remarks was not of the same party as his master, but, as the bookstore was the head quarters of the Republicans, he had an opportunity to study the character of the leading men, and he feels a pleasure in bearing testimony to the perfect uprightness and disinterested political integrity of Caleb Bingham.

As a scholar Mr. Bingham took a respectable rank. When he graduated, the Latin valedictory was awarded to him. His classmates declare him to have been the best speaker in college, and, to the last, he was an excellent reader. For two years or more he taught Moor's school, in which youths were fitted for college exclusively. He was thought worthy to conduct Phillips' Academy, and, in Boston, he sustained the highest reputation as a teacher. He was a good French scholar, when French was not a common attainment. His English style was more pure than is generally attained by profound classical scholars, and his conversational powers were acknowledged, his language being always free from affectation, barbarisms, grammatical errors, and those inversions and involutions, that so often corrupt the style of scholars who attend more to other languages than to their own.

In his home, Caleb Bingham was an amiable, contented, cheerful man. The disease of which he died, dropsy of the brain, was probably induced at school, and troubled him more and more, until he was seldom free from headache and vertigo. The autopsy, which was conducted by his friend, the late Dr. George C. Shattuck, revealed an unusual degree of congestion, and led the witnesses to wonder that his intellect had never been impaired. The only thing that seemed to relieve him was travelling, and for many years he made long journeys about twice a year. In one of these he went from Boston to Niagara Falls, with his eldest daughter, in his own chaise. Bad as the road was in 1806, he went from Albany to the Falls in seven days and a half; and, while there, he measured the Fall by a line dropped from Table Rock, and, allowing for the inclination of the line and the shrinkage, the measurement did not differ essentially from the more scientific results of later times. On his return, he visited Red Jacket, who always addressed him by the French epithet *chanoine*, which indicates the impression that his personal appearance made upon that distinguished chieftain. But his journeys generally terminated at the homestead in Salisbury. His native town occupied a deep place in his affections. His father's farm was that delightful spot between Washining and Washinee Lakes, and after the death of his father, it was a great consolation to him to own it. The land and the improvements cost him more than he could well afford, and the necessity of curtailing the family expenses at home, led to some unpleasant complaints akin to reproaches; the farm having been purchased contrary to the wish of his family, and carried on without much regard to their advice. As an instance of his unsuccessful agricultural efforts, it may be mentioned that, when the speculation in Merino sheep commenced, he purchased six at a hundred dollars each, and after keeping them six or seven years, till the flock, pure and mixed, was reckoned by many scores, if not by hundreds, the whole were sold for about half the original outlay. Gentlemen farmers, who live remote from their farms, know how to account for this. Before his death, his books had become disused, and the copyrights of little value, so that they, with his stock in trade, farm, and other property, did not produce ten thousand dollars.

Mr. Bingham left a widow and two daughters. The widow survived him but three or four years. Sophia, the eldest daughter, was the highly educated and accomplished wife of General Nathan Towson, paymaster general of the United States army. She resided at Washington, D. C., and bore no subordinate part in elevating and refining the society of the capitol. She and her husband have both

died within a few years, leaving an only daughter, who married Lieut. Caldwell, late of the United States Army, and grandson of her mother's only sister. The second daughter of Mr. Bingham is still living and unmarried.

Notwithstanding his unremitted suffering, Mr. Bingham was a cheerful man, ready to smile and to enjoy the innocent pleasures which nature and society spread around him. His affability made him welcome everywhere, and his conversation, perfectly free from egotism and pedantry, was always pure, as well as interesting and instructive. The writer was in his family at least seven years, and never heard a profane or indelicate expression, or any thing that approached it, proceeding from his mouth; he wishes this example was more generally followed by teachers and those who claim to be gentlemen. That the tone of Mr. Bingham's mind was cheerful, appears evident from his compilations, which are lively, compared with many others even of the present day. The introduction of familiar dialogues, mostly original, was peculiar to him. For these he was chiefly indebted, as has been said, to David Everett, a Dartmouth graduate, who resided in Boston, and edited the Boston Patriot, in which enterprise Mr. Bingham acted as agent for William Gray, Jonathan Harris, Thomas Melville, Aaron Hill, Samuel Brown, James Prince, Gen. H. Dearborn, and Gen. Wm. King, who, with the exception of Benjamin and Jonathan Austin, were long the only Republican leaders in Boston. The two Austins were attached to the Chronicle, which it was the intention of the Patriot to rival, if not supersede. Both papers were afterwards ingulphed in the Daily Advertiser, once their most inveterate political opponent. Mr. Bingham wrote little or nothing for his reading books, and this probably through modesty, rather than any lack of ability. The moral character of Mr. Bingham's school books, and the decided stand they took in opposition to slavery, even at that early day, speak loudly and well for his principles as a Christian and a sincere republican. His remarks were often playful and witty, never severe or uncharitable. A sort of quiet humor, tempered by the spirit of kindness, often appeared in his conduct and conversation and compelled his hearers to smile. The writer may be pardoned, if, to illustrate this peculiarity of his venerated master, he relates a circumstance that happened in his presence, not many years before the decease of Mr. Bingham. Something had corrupted the water of the well attached to the house, and the inmates agreed, one and all, to pump it dry, each pumping a large tubful in turn. Mr. Bingham being the eldest, began just at nightfall, when nothing was distinctly visible in the pump-room. He was so long in

filling the tub, that his wife began to joke at his expense, saying, among other things, that she could fill it in half the time. When it was full, and her turn came, Mr. Bingham turned out the water, and, unperceived by her, trod out the bottom of the tub. The sink was so far below the level of the floor that the bottom of the tub could not easily be felt, and Mrs. Bingham, conscious of all she had said, began to pump with alarming vigor. When, somewhat fatigued, she stooped and felt to ascertain how high the water had risen in the tub, but not feeling it, and unwilling to appear to flag, she went at it again with desperate earnestness, stooping ever and anon to seek encouragement in the rising of the innocent fluid. She pumped long, but exhausted her strength before the water failed. She bore the joke very well, but not so well as her husband and the rest of us did.

For two or three years previous to his death, Mr. Bingham paid less and less attention to business. The pain in his head was always present and often very intense, and it was a painful circumstance to us all, that, as he drew near to the shadowy vale, he could find no comforting staff in the faith in which he had always walked. His constant fear was that he should be a castaway, and a deep feeling of personal demerit seemed to add untold weight to his physical debility. The encouragement of his friends only seemed to add to his distress, and when the writer of this sketch remarked to him that "if he had no hope in death there was no hope for any one," he reproved the speaker for supposing that he had any claims to merit, and began plaintively to sing his favorite hymn:

"God of my life, look gently down,
Behold the pains I feel;
But I am dumb before thy throne,
Nor dare dispute thy will."

Happily for all concerned, the darkness began to disperse a day or two before he died; and when death came, he was no longer to him the King of Terrors. He died in peace as he had always tried to live, and the last duties were performed by the writer and Hiram Bingham, then a student at Andover, and providentially on a visit to the family. This event took place on the Lord's day morning, April 6th, 1817, and the body was afterwards deposited in the family tomb of his wife, on Copp's Hill, at the north part of Boston.

TIMOTHY DWIGHT AS A TEACHER.

BY DENISON OLMSTED, LL. D.

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MORE than forty years have now elapsed since the Rev. Timothy Dwight, D. D., President of Yale College, closed his earthly labors; but there still survive numbers of his former pupils, who are never weary of quoting his authority to the youth of the present generation, or of expressing their unbounded admiration of his character as a Teacher. Numerous memoirs of President Dwight have been published, and high encomiums have been passed upon him as an instructor and governor of youth. In the present article, my views are more limited. I do not propose to write his biography, but to analyze, more fully than has hitherto been done, his character as a TEACHER; to inquire what were the elements that were combined in him to form so exalted a model; and to explain his method of teaching, or mode of conducting, practically, the education of youth.

It was my good fortune to come under the instruction of President Dwight when he was at his culminating point. The class of 1813, to which I belonged, was the last, or last but one, which he taught before his health began to decline; and he died in January, 1817, after great sufferings, protracted through the two preceding years. But during the senior year of the class of 1813, nothing could exceed the vigor of mind and body which he exhibited, and his energies were put forth with unequalled power and zeal in our instruction. He was then a little turned of sixty, but entered into every duty with untiring industry, and unabated vigor. It was a mystery to us how he could feel so deep an interest in going over ground, from day to day, which we well knew must have been reiterated successively for many previous years. I think, however, we shall be able to clear up this mystery, as we analyze more fully the peculiar characteristics of his mind and heart. In the autumn of 1815, I entered upon the office of Tutor, and for a year and a half observed him in the government, as I had before known him chiefly in the instruction, of the college. From these favored opportunities of being personally acquainted with the President, and from having been near him during his last sickness,

and at the time of his death, I hope I may, without impropriety, speak often from my own recollections. This, I suppose, will be thought more allowable, since the number of his pupils who still survive are dwindled to a small remnant, and will soon have passed away.

It is, we have said, the main object of this article to portray the character of President Dwight as a *teacher;* but since every quality of his mind and heart helped to form that character, it is essential to the full development of our subject, to review, briefly, his peculiar intellectual and moral constitution, which we shall endeavor to show to have been singularly adapted to form the great teacher. We shall also pass in review his course of life, previous to his entering on the presidency of Yale College, and show how every thing contributed to qualify him for that exalted station.

It can not be doubted that Dr. Dwight possessed by nature one of the highest order of minds; a mind in which the faculties were all great, and all in harmonious proportion. It afforded one of the finest examples I have known of the "well-balanced mind." Genius is often characterized by the great predominance of some individual faculty, as an extraordinary memory, or a remarkable mechanical talent, while the other mental powers are quite ordinary, and even sometimes deficient. One has a vivid imagination, but has little taste or talent for scientific truth. He may be a poet, but can hardly be a philosopher. Another has a mighty intellect, but is destitute of a sense of the sublime and beautiful, in nature and art. He may be a mathematician, but can hardly be a poet or an artist. It is the union of intellect and imagination, both strong and in due proportion, that constitutes the well-balanced mind.' In an instructor of youth, no quality is more valuable than this; and if we analyze carefully the mental and moral constitution of President Dwight, we shall find unequivocal marks of the happiest union of all these noble elements.

First, let us view him as a man of INTELLECT. From infancy he evinced *great aptness to learn.* Under the guidance of a mother who was among the most distinguished of her sex for strength and cultivation, (daughter of the great President Edwards,) the nursery itself was his earliest school-room. She began to instruct him almost as soon as he was able to speak; and such was his eagerness, as well as his capacity for improvement, that he learned the alphabet at a single lesson, and before he was four years old was able to read the Bible with ease and correctness. A great proportion of the instruction which he received before he was six years old, was at home with his mother. Twice every day she heard him repeat his lesson. When

this was recited, he was permitted to read such books as he chose, until the limited period was expired. During these intervals he often read over the historical parts of the Bible, and gave an account of them to his mother. So deep and distinct were the impressions which these narrations then made upon his mind, that their minutest incidents were indelibly fixed upon his memory.* At the age of six, he was sent to the grammar school, where he early began to importune his father to permit him to study Latin. This was denied, from an impression that he was too young to profit by studies of that description; and the master was charged not to suffer him to engage in them. It was soon found to be in vain to prohibit him; his zeal was too great to be controlled. Not owning the necessary books, he availed himself of the opportunity, when the elder boys were at play, to borrow theirs; and, in this way, without the father's knowledge or the master's consent, he studied through the Latin grammar twice. When the master discovered the progress he had made, he applied earnestly to his father, and finally obtained a reluctant consent that he might proceed, though every effort short of compulsion was used to discourage him. He pursued the study of the languages with great alacrity, and would have been prepared for admission into college at eight years of age, had not a discontinuance of the school interrupted his progress, and rendered it necessary for him to be taken home, and placed again under the instruction of his mother.† Throughout the subsequent course of his academic education, and in all his future life, he evinced the same extraordinary aptness to learn.

Power of application was another trait which indicated that his was one of the higher order of minds. The President himself thought so highly of this feature as characteristic of a superior mind, that it was a favorite saying of his that "genius is nothing but the power of application." In his own case, this power was exhibited in its highest intensity, first in the school boy, then in the college student, and afterward in the professional man. When engaged in the composition of sermons, or any other literary performance, not only did the conversation of those around him not interrupt his course of thinking, but, while waiting for his amanuensis to finish the sentence which he had last dictated, he would spend the interval in conversing with his family or his friends, without the least embarrassment, delay, or confusion of thought. His mind took such firm hold of the subject which principally occupied it, that no ordinary force could separate it from its grasp. He was always conscious of the exact progress he had made in every subject. When company or any other occurrence

* Memoir prefixed to Dwight's "*Theology*." † Memoir.

compelled him to break off suddenly, it would sometimes happen that he did not return to his employment until after the expiration of several days. On resuming his labors, all he required of his amanuensis was to read the last word or clause that had been written, and he instantly would proceed to dictate, as if no interruption had occurred. In several instances he was compelled to dictate a letter at the same time that he was dictating a sermon. In one instance, a pressing necessity obliged him to dictate three letters at the same time. Each of the amanuenses was fully occupied, and the letters required no correction.*

The power of *retaining* what he had once learned, President Dwight possessed in an equally remarkable degree. The art of methodizing, as he asserted, lay at the foundation of this power; and no man, it is believed, ever availed himself more fully of the advantages of this art. His own acquisitions were laid up in separate compartments of the mind, like the wares of a merchant on his shelves, and he could, with equal readiness, lay his hand on his mental stores, and bring them out at a moment's warning. It was his practice, after short intervals, perhaps every evening, to distribute his new acquisitions in a manner like that of a compositor in restoring his types to their appropriate cells. It was an evidence of the vigor with which his own thoughts were conceived that, when once digested into the form of a discourse or an essay, and methodically arranged, he never forgot them. A sermon composed, but not written, and laid up in his mind, was ready to be summoned into use at any future time, and could be recalled, after a long interval, with hardly the loss of an idea that entered into its original structure. For a great portion of his life, from his youth upward, he was unable to use his eyes for reading or writing. To a mind less given to meditation, or less eager for knowledge, this loss might have been fatal to aspirations after high intellectual attainments; but to him, perhaps, it was hardly a misfortune, urging him, as it did, to cultivate to their highest degrees of perfection the powers of reflection and the art of methodizing. But while we may justly ascribe to these aids much influence, yet it can hardly be doubted that he possessed by nature unusual strength and tenacity of memory, as was evinced in childhood by his learning the alphabet at a single lesson, and in youth by the rapidity with which he acquired knowledge, and throughout his life by the unfailing certainty with which he retained what he had once learned.

Intense love of knowledge, another characteristic of great minds, was also exhibited by President Dwight in its highest degree. The

* Memoir.

ardor with which he sought for it, in every useful form, might be compared to that of the miser for gold, so far as it was the original bent of his mind; but in regard to the high uses he always had in view, as a minister of the gospel, and as a teacher, it more resembled the effort of the philanthropist to acquire wealth, in order that he may relieve want, and save the souls of men. This universal thirst for knowledge led him to imbibe it from every source. Hence the variety and extent of his knowledge on every point that became the subject of discussion, or the topic of conversation, amazed every body. One who had attended on his instructions during the senior year, and had often admired his inexhaustible stores of information on the highest subjects of education, finding him equally at home in theology and ethics, in natural philosophy and geography, in history and statistics, in poetry and philology, would have his admiration heightened, if he chanced to visit him, as it was my good fortune to do, in his garden, and heard him discourse on gardening and the cultivation of fruit trees. This unbounded love of knowledge, in every form, attended as it was by a due estimate of the relative value of each kind, fulfilled one of the highest requisites for the President of a college, both as it fitted him to appreciate the importance of all the separate departments of instruction, respectively, and as it prepared him to impart to those under his immediate instruction a boundless variety of useful information.

The *reasoning powers* of President Dwight were such as became a mind of the highest order. His sermons and other published works afford evidence of this; but his pupils received a still stronger impression of his powers of argument in the recitation room, particularly in his decisions of questions debated before him, where a course of reasoning was conducted with every advantage which could be derived from an array of all the most important facts that bore upon the case, from great felicity of illustration, from the most lucid arrangement, and from the severest logic.

Such were the leading characteristics of President Dwight as a man of *intellect*, each of which, it will readily be perceived, had a most important bearing on the character which it is our main purpose to delineate, namely, that of the great teacher. Next, let us view him as a man of IMAGINATION. It is well known that in early life Dr. Dwight figured as a poet. Indeed, his "*Conquest of Canaan*," a sacred epic poem, in eleven books, written before he was twenty years of age, evinced a strong native bent for works of imagination. A dissertation, delivered at the public commencement of Yale College, on taking his master's degree, on the "*History, Eloquence, and Poetry of the*

Bible," was received with extraordinary favor. A copy was immediately requested for the press, and it was afterward republished, both in this country and in Europe. His patriotic songs, composed during the revolutionary war, some of which were great favorites with the army; his "*Greenfield Hill,*" published during his residence at that place; and his hymns, which are still sung with delight in our sacred choirs, afford the most satisfactory evidence that he was a man of lofty imagination as well as of profound intellect.

About the year 1770, commenced a great era in the history of the study of polite literature in Yale College,—an era initiated by four remarkable geniuses, Trumbull, Dwight, Humphreys, and Barlow. Trumbull was of the class of 1767, Dwight of the class of '69, Humphreys of the class of '71, and Barlow of the class of '78. Trumbull and Dwight were colleague tutors, and a congeniality of taste for classical studies and the muses produced a strong intimacy between them. Humphreys and Barlow, though a little later, fell into the same circle, and cultivated with the others the belles lettres studies. Trumbull's "*M'Fingal*" justly acquired for him a celebrity above that of the others; but they each and all contributed to create and diffuse a taste for elegant literature among their countrymen, and especially in Yale College. Previous to that period, after the college had been in operation full seventy years, no attention was paid to English literature. The course of studies consisted of the dead languages, mathematics, syllogistic logic, and scholastic theology. The style of composition, even of the officers of the college, was stiff and pedantic, and savored of the quaintness of the old theologians. The college had never produced a single poet, or an elegant writer.* The study of rhetoric had till then been almost entirely neglected. Through the influence of three contemporary tutors, Howe, Trumbull, and Dwight, a taste for those pursuits was excited, and the art of speaking began, for the first time in the history of the college, to be cultivated. Dwight, especially, both by his example and his instructions, produced a great reform in the style of writing and speaking. He delivered to the students a series of lectures on style and composition, on a plan very similar to that contained in Blair's lectures, which were not published until a considerable time afterward.

Of the constellation of poets which arose simultaneously at this period, Trumbull, no doubt, was the principal star. But several circumstances contributed, at the time of the publication of Dwight's "*Conquest of Canaan,*" to render it less popular than it deserved to be. The country contained but few persons of cultivated imagina-

* Governor Livingston, of New Jersey, of the class of 1741, ought, perhaps, to be excepted.

tion, and few lovers of sacred poetry especially. There was, in fact, among our leading men, in civil life particularly, a strong bias toward infidelity. Moreover, on literary as on other subjects, the United States had not, until a much later period, begun to exercise for herself an independent judgment, but took her lead from the decisions of the British press; and it was long the practice of British critics to treat every literary effort of Americans with contempt. Hence a strong prejudice was imbibed against the poetical merit of the "*Conquest of Canaan*," on its first publication; and this sentiment became hereditary, and has descended to the present day. Even now every body condemns, while nobody reads, the "*Conquest of Canaan*." Having myself attentively read it more than once, I feel authorized to claim that, whatever blemishes it may have in some nice points of taste, it affords abundant evidence of a vivid imagination, great facility in versifying, and a high power of appreciating the sublime in sentiment, and the beautiful in nature and art. Were it my purpose to criticise this neglected poem, I should insist upon the poetical merit of many individual passages; but all I propose at present, is to view President Dwight as a man of imagination, in contradistinction to the man of mere intellect. Of this element in his character, as forming a part of a well-balanced mind, and one of the highest order of minds, I feel safe in claiming his poetry as affording abundant evidence. Were further proof necessary, I might adduce his fondness for natural scenery, and his delight in ornamental gardening. A warm imagination is obvious enough in his prose writings, and is even recognized in his sermons, especially where the subject admits of figurative language and flights of fancy. It is not, however, inconsistent with our views of what constitutes the well-balanced mind, to admit that, in the mental constitution of President Dwight, the intellect greatly preponderated over the imagination.

But it will be proper, secondly, to estimate the MORAL no less than the mental constitution of President Dwight, in its bearing upon the character of the great teacher. It was not until he had reached the age of twenty-two years, while he was Tutor in college, that he made a public profession of religion; but the basis of his moral character was laid in early childhood, by the influence and counsels of his gifted mother. "She taught him," says his biographer, "from the very dawn of his reason, to fear God, and keep his commandments; to be conscientiously just, kind, affectionate, charitable, and forgiving; to preserve, on all occasions, the most sacred regard to truth; and to relieve the distresses and supply the wants of the poor and unfortunate. She aimed, at a very early period, to enlighten his conscience, to make

him afraid to sin, and to teach him to hope for pardon only through the righteousness of Christ. The impressions thus made upon his mind in infancy were never effaced." He seemed to possess an innate love of truth, which exhibited itself to his pupils in what sometimes appeared to them an almost over nicety in regard to all the minute and exact circumstances attending the facts on which his statements were made, and in his particularity in mentioning his authorities when the facts were derived from the statements of others. "Tell truth to a hair's breadth," was a precept which he ever enjoined on his pupils.

President Dwight was also a man of warm attachments and most tender sympathies. Nothing could exceed the strength of his domestic affections. But his heart was too large to confine its exercises to the family circle. The same kind affection glowed, in proportionate measure, toward his pupils, and toward numerous private friends whom he had bound to himself in every stage of life. When they were afflicted, he was moved to tears; when they were prosperous, he shared in their joy. I remember an instance of his tenderness on the occasion of the death of one of the Tutors, Mr. Mills Day. The President was absent at an ecclesiastical meeting, returning a few hours after his death. As he came into the chapel to attend evening prayers, and passed by the seat where Mr. Day usually sat, his countenance changed, and his tears began to flow. In reading the Bible before prayers, his voice was tremulous; and when he came, in the course of his prayer, to allude to the mournful event, he was so overcome that his voice nearly failed him, and his cheeks were wet with tears. In a funeral prayer at the house of a friend, who had lost a son of much promise, he was equally overcome. Indeed, it was not uncommon for him to betray deep emotion in the recitation room, when relating an instance of suffering or sorrow. Above all this native tenderness, ruled the most expansive benevolence,—the benevolence of the gospel,—embracing within its boundless sphere every thing susceptible of happiness or misery, and ever yearning for the promotion among men of freedom, knowledge, happiness, and pure religion.

Such was the intellectual, and such the moral constitution which lay at the foundation of that character, which the whole education or course of life of President Dwight helped to mould into the great teacher. Let us therefore, thirdly, pass in review his peculiar *mode of life*, or *education*, so far as it contributed to form and perfect that character.

The manner in which he himself was taught, from infancy, by a mother so singularly qualified to direct the early education of a child of genius, was ever present to his mind as a model. He was almost

born a teacher, for I once heard his sister relate that, when only four years old, he was found in a retired place teaching a company of little boys lessons from the Bible. His father was an educated man, but the cares of business called him so much from home that the care and instruction of the children devolved chiefly on the mother. His house, however, was the resort of much company of the most elevated class, and their conversation inspired our young scholar with the love of general knowledge, and every fragment of valuable information was treasured up and never lost. These opportunities helped to form his taste for those topics which enter into intelligent conversation, such as public affairs, and the reigning matters of discussion of the day. Here, perhaps, he first caught the inspiration which in after years animated his own love of intelligent conversation, which he ever named among his highest sources of enjoyment. It was all the recreation he needed from severe study; and of all his powers those of conversation were among the most extraordinary. He entered college at thirteen, having made acquisitions considerably in advance of those required at that time for admission. For the first two years of his college life, the institution was in an unsettled state, with its study and discipline much impaired, and he always regarded this period of his education as almost lost, having contracted a fondness for games and other idle amusements; but, through the influence of a wise and zealous tutor, he was roused to nobler aspirations. At the beginning of his junior year, being fifteen years old, he engaged in his studies with excessive application, extending them into regions far beyond the college curriculum. At the close of his academic course, the President sent for Dwight and Strong,* and informed them that in view of the officers of the college they were at the head of the class, and equally deserving of the highest honor; but, as Strong was the elder of the two, it would be given to him at that time, and to Dwight on taking his master's degree.

He had no sooner completed his college course than he entered at once on the life of a teacher, at the early age of seventeen, a profession which he pursued with but little interruption for fifty years. His first essay was at a grammar school, at New Haven, which he kept for two years with great success, securing the strongest attachment of the pupils, and the highest approbation of their parents. During these two years he made great advancement in literature and science, dividing every day according to an exact method, of which six hours were spent in school, and eight hours in the severest application to study, leaving only ten hours for all other purposes. His studies

* The late Rev. Nathan Strong, D. D., of Hartford.

embraced a wide range of subjects, scientific as well as literary, comprehending several branches then scarcely known in this country, among which were the Calculus and Newton's Principia. But his talents, as an instructor, met with a more appropriate field in the situation of Tutor in Yale College, to which place he was elected in September, 1771, being then past nineteen years of age. The period of his tutorship continued for six years, and he ever afterward referred to it as a most important epoch of his life. Here his great powers of teaching were fully developed. "When he entered upon the office, more than half the members of his class were older than himself; and the freshman who waited on him was thirty-two years of age. Notwithstanding a circumstance generally so disadvantageous, he proceeded in the discharge of his official duties with firmness and assiduity; and in a short time gained a reputation for skill in the government and instruction of his class, rarely known in the former experience of the college."* We have already adverted to the agency which he and his associate instructors, especially Howe and Trumbull, exerted in inspiring a new taste for the studies of eloquence and polite literature. The "*Conquest of Canaan*" was one of the fruits of this period, having been commenced in 1771, when he was only nineteen years of age, and finished in 1774, at the age of twenty-two.

The first class which he instructed graduated in 1775; the year before the Declaration of Independence. "At that time he delivered a valedictory address, every where sparkling indeed with brilliant imagery, but every where, also, fraught with strong thoughts and noble conceptions. In two points of view it deserves notice. It unfolds to his pupils the duty of fixing on a very high standard of character, as intelligent and as moral beings, in a manner which proves at once that this was literally the rule which governed his own conduct, and that he was admirably qualified to influence others to adopt it. It also communicates to them views of the growth and ultimate importance of this country, which were at once new, noble, and prophetic.

"In March, 1777, he was married to Miss Mary Woolsey, the daughter of Benjamin Woolsey, Esq., of Long Island, the class-mate, room-mate, and intimate friend of his father. They had eight sons, of whom six survived their father.†

"In May, 1777, the college was broken up. The students left New Haven at the commencement of the vacation, and pursued their studies, during the summer, under their respective Tutors, in places

* Memoir.

† Two only still survive: James Dwight, Esq., of New Haven, and Rev. William T. Dwight. D. D., of Portland, Me.

less exposed to the sudden incursions of the enemy. Mr. Dwight retired with his class to Weathersfield, and remained with them till September. Early in June, he was licensed as a preacher, and, besides instructing his class, he supplied the pulpit of the neighboring village of Kensington. It being understood that the existing head of the college would relinquish his connection with it, the students, as a body, drew up and signed a petition to the Corporation, that Mr. Dwight might be elected to the Presidency. This evinced an extraordinary respect for his character as a teacher, being then only twenty-five years of age. It was owing to his own interference that the application was not formally made."*

The country was now in the midst of the revolutionary war. Eager to have some part in the public service, Mr. Dwight accepted the appointment of chaplain to General Parsons' brigade, which was part of General Putnam's division in the army of the United States. He sedulously devoted himself to his appropriate duties. The troops who composed the brigade were mostly Connecticut farmers; men who had been religiously educated, and who were willing to listen to the truths of the gospel even in a camp. On the Sabbath they heard him with profound attention. During the week they beheld him exerting himself, as far as lay in his power, to instruct them in morals and religion. Several of his discourses delivered to the whole army, owing partly to their intrinsic merit, and partly to the feelings of the times, gained him high reputation with the American public. He also wrote several patriotic songs, which were universally popular. His connection with the army enabled him to form an acquaintance with many officers of distinction, and among them he had the satisfaction to rank the Commander-in-Chief. That great man honored him with flattering attentions. Mr. Dwight ever remembered his kindness with lively gratitude, and entertained for his character and services, military and civil, the highest respect and veneration.† His experience in this situation was by no means fruitless in reference to his subsequent life as a teacher. The examples of dignified manners with which he had been conversant among the officers of the army, especially in the person of Washington, contributed, no doubt, to the formation of his own manners and address, so much more courtly than usually belong to academic men or recluse scholars, and the wisdom and prudence which were so fully set before him in the councils of the Father of his Country, had their influence upon his own administration as President of Yale College. His pupils can not fail to remember how often he drew his illustrations and arguments from

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* Memoir. † Ib.

the observations he had made, and the experience he had gained, while serving as chaplain in the army.

The occasion of his leaving the army was one that subjected him to new and unexpected trials. His father was removed by death, while on a business tour in a distant part of the country, leaving a widow and thirteen children, of whom he was the eldest. On him devolved the interesting but self-denying duty of devoting himself to the aid of his mother, in supporting and educating his younger brothers and sisters, of whom he was constituted the guardian. On receiving intelligence of his father's death, he immediately removed to Northampton, where the family resided, and entered on the duties providentially assigned to him, with the greatest promptitude and cheerfulness. "In this situation (says his biographer,) he passed five years of the most interesting period of his life; performing in an exemplary manner the offices of a son and a brother, and of a guardian to the younger children. Here he was emphatically the staff and stay of the family. The government and education of the children, as well as the daily provision for their wants, depended almost exclusively on his exertions. The elder as well as the younger were committed to his care, and loved and obeyed him as a father. The filial affection and dutiful respect and obedience which he exhibited toward his mother, and the more than fraternal kindness with which he watched over the well-being of his brothers and sisters, deserve the most honorable remembrance. To accomplish the object, he postponed his own establishment for life, and a provision for his family. To accomplish it, though destitute of property, he relinquished in their favor his own proportion of the family estate, and labored constantly for five years, with a diligence and alacrity rarely exemplified. His mother ever acknowledged, in language of eloquent affection and gratitude, his kindness, faithfulness, and honorable generosity to her and to her children. The respect which she felt and manifested toward him, though perhaps not inferior in native powers of mind, resembled the affection of a dutiful child toward her father, rather than the feelings of a mother for her son. During this period he labored through the week upon the farm, and preached on the Sabbath to different vacant congregations in the neighboring towns. He also established a school at Northampton, for the instruction of youth of both sexes, which was almost immediately resorted to by such a number of pupils, that he was under the necessity of employing two assistants. At the same time, owing to the dispersed condition of the college at New Haven, during the war, and to his established character as an instructor, a part of one of the classes repaired to North-

ampton, and placed themselves under his instruction. To them he devoted his own immediate attention, until they had completed their regular course of collegiate studies." *

The load of domestic care he had sustained during this period, unusual for one so young, was not without its use in qualifying him for the post he was ultimately to occupy. While still within the precincts of youth, the care and education of brothers and sisters of different ages, some nearly as old as himself, was well suited to mature his character and ripen it into full manhood. He exhibited at once a beautiful example of filial piety and fraternal wisdom. Nor was the self-denial imposed on his ambition, and the necessity of relinquishing, or at least of postponing, all his flattering prospects of rising in the world, lost upon him as a means of moral discipline. At the age of thirty he had reached a dignity of deportment, and a maturity of wisdom, usually associated with advanced years and the largest experience. These five years spent in earnest efforts to alleviate a mother's cares, to form and mould the characters of such numbers who looked to him as a father, and the self-denial and laborious exertions, both bodily and mental, which he was compelled to exercise to provide the means of their support, formed together a miniature of those trials and responsibilities which he afterward sustained as President of Yale College.

Let us next attend him into *political* life, where he was gaining new and most important experience for the office of teacher. A strong disposition was manifested, from time to time, by the inhabitants of Northampton, to employ him in civil life. In the county conventions of Hampshire, he twice represented the town. Twice also he consented to serve the town as their representative in the state legislature. This was in the years 1781 and 1782, just before the close of the war of Independence, when the distresses and moral evils occasioned by a state of war imposed on the state governments most difficult and responsible duties. Inexperienced as he was in the business of a politician or a legislator, he at once became a leading member of the house, and was greatly distinguished and admired for his talents and eloquence. All his exertions were on the side of good order and good morals, and indicated a steady attachment to the principles of rational liberty, and decided hostility to licentiousness. A favorable opportunity was afforded him to serve the cause of education, which was ever near his heart. A petition for a grant in favor of Harvard College was before the legislature. At that time such grants were unpopular. During his occasional absence from the

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* Memoir.

house the petition had been called up; and, after finding but few, and those not very warm advocates, had been generally negatived. On taking his seat, Mr. Dwight, learning what had occurred, moved a reconsideration of the vote. In a speech of about one hour in length, fraught with wit, with argument, and with eloquence, and received with marked applause on the spot, from the members and the spectators, he effectually changed the feelings of the house, and procured a nearly unanimous vote in favor of the grant. So marked was his success in this public career, that many citizens of distinction urged him to embark on the sea of political life, and a delegation of his native county earnestly requested him to become a candidate for election to the Continental Congress. He had made some progress in the study of law before he made choice of the clerical profession; but, having solemnly dedicated himself to the ministry of the gospel, he could not be persuaded, by any prospects of civil promotion, to abandon the sacred calling.

In 1783, at the age of thirty-one years, he was settled over the church and congregation of Greenfield, a parish in the town of Fairfield, in Connecticut, where he continued the following twelve years.

It only remains, therefore, to view President Dwight as a *theologian* and a *parochial minister of the gospel*, in order to complete our survey of the training his course of life had involved for that peculiar office for which he was ultimately destined. When we reflect that the ministry of the gospel itself is only a more exalted kind of teaching, we can not doubt the preparation it affords for the highest exercise of that office. The study of the Bible is imbibing truth at its fountain, and nothing can be more appropriate to one whose mission afterward is to establish, upon the foundations of immutable truth, the characters of those who are to lead the councils of their country, or to influence the eternal destinies of their fellow-men. It was especially important for a teacher whose instructions, like his, lay to a great extent in the fields of theology and moral philosophy. Besides all this, the experience of the pastor of a people, fraught as it usually is with lessons of prudence, discretion, and the fruits of benevolent action, affords an excellent preparation for the office of President of a college. To President Dwight such a preparation was peculiarly appropriate, since he was called to fulfill the duties of chaplain and pastor, as well as of instructor and governor of the college. It is not the least of the advantages of the situation of the pastor of a people, as a preparation for the head of such an institution of learning, that it brings him into contact with every class of minds, and all shades of character, and thus makes him thoroughly acquainted with human

nature. Moreover, the life of a parish minister is itself a course of moral discipline well fitted to impart that prudence and self-control, which are important elements in the character of the instructor and governor of youth. But the actual exercise of the gift of teaching constituted, in connection with the pastoral office, an important part of the labors of Dr. Dwight, during the whole time that he resided at Greenfield. His native hospitality, the charms of his conversation, and his extensive acquaintance with men in professional and civil life, rendered his house a great resort of men of letters, of theologians, of eminent civilians, as well as of extensive family connections. Such an amount of company of course added greatly to the ordinary expenses of supporting a family, and both combined went far beyond the scanty salary of a parish minister. Hence, necessity conspired with his natural fondness for teaching, to induce him to open a school of the higher order, for the instruction of youth of both sexes. He erected, therefore, a small school-house on a commanding and beautiful site, overlooking the waters of Long Island Sound, for a long distance, and the bright villages on its margin,—a situation embracing scenery hardly surpassed in beauty by any in New England. This seminary he taught in person, devoting to it regularly six hours every day. In a short time, youths in great numbers, and of both sexes, not only from various parts of New England, but from the middle and southern states, as well as from abroad, resorted to his school. It was commenced and carried on absolutely without funds, and depended solely on his own character and exertions. He supported it, during his whole residence at Greenfield, with unexampled reputation. The entire number of pupils instructed here, within the period of twelve years, exceeded one thousand. Many of them were carried through the whole course of education customary at college. In my youth I was well acquainted with men of high intelligence and distinguished literary attainments, whose sole education had been acquired in the school at Greenfield Hill. This seminary also afforded, it is believed, the earliest example in our country, where females were instructed in the higher branches of academic learning. It is justly added by the biographer of President Dwight, that probably to the exertions and influence of no one individual are the ladies of our country so extensively indebted,—that no man thought more highly of the sex, no man loved better the company of women of refinement and intelligence, and no man did more to exalt the female character. In the class debates of the old question, on the relative ability of the sexes, the President always warmly insisted on the full equality of the female sex.

What a picture do the labors of Dr. Dwight, at Greenfield Hill, afford of the productiveness of learned industry! It was here that he digested his great System of Theology, and preached it twice in a series of sermons to his people, performing for them at the same time, with the greatest faithfulness, all his parochial duties. It was here that he composed the beautiful and instructive poem of "Greenfield Hill," chiefly as a pastime during his walks between his house and his school room. Six hours a day, also, were given to the fatiguing and exhausting labors of teaching different classes of pupils, in a great range and variety of studies. He cultivated, with his own hands, a large culinary, fruit, and flower garden; and he devoted a great amount of time, with the most unwearied hospitality, to the crowds of visitors that continually thronged his house. Prodigious as were the labors which we have already enumerated, yet it is but a partial list of all that he accomplished during this fruitful period of his life.

From the preceding sketch it is evident that the whole course of life of Dr. Dwight, from infancy to middle life, when he entered the Presidency of Yale College, was a continual training for that elevated station to which, on the death of President Stiles, he was transferred, in 1795. Those noble maternal influences which were shed upon his infant mind, like the dew of morning upon the opening flower; the habitual cultivation of all his faculties, of intellect and imagination, which formed the well-balanced mind; a heart fraught with every noble and exalted purpose, and deeply imbued with the faith and benevolence of the gospel, and the moral discipline he had received, as well as the valuable experience he had gained in the onerous duties he had discharged in his filial and fraternal relations; the life of chaplain in the army; the part he bore in public affairs, as a member of the legislature; the experience of a parish minister; the actual exercise of the gifts of teaching through every stage of life; and, finally, his multifarious learning, and boundless stores of knowledge: these all conspired to form an amount of preparation for the instruction and government of youth, and for superintending the various interests of a University, such as has seldom been brought to the same elevated station. A brief review of President Dwight's *method of teaching* will bring these remarks to a close.

Dr. Dwight, on his entering the Presidency, is said to have relaxed much from the ancient rigid forms of intercourse between the faculty and the students, where dignity was graduated by standard measures. In the old college laws it was enacted, among many other similar provisions for securing the respect of the students toward their officers,

that *no freshman should wear his hat within ten rods of the President, eight rods of a Professor, and six rods of a Tutor.* Yet his bearing was more stately than is common at the present day, and his courtesy, in returning the salutations of the students, had more the air of condescension than a reciprocation of kind and respectful feelings. With the senior class, who, in a body, exclusively fell under his immediate instruction, he was somewhat less distant, but even one of them could hardly feel at ease in his presence. Not that the preceptor was haughty, but the pupil was overawed. They met him daily in his lecture room, at eleven o'clock. When he entered the room, the most respectful silence was observed, and all remained standing until he was seated. There was much, both in his person and in the associations connected with him, to inspire them with profound respect. They saw before them, not a pedagogue, or a learned recluse, ignorant of the world and of human nature, but a man who had attained high celebrity even in his youth; the first of American divines; a compatriot of the heroes of the revolution; one who, by universal consent, held the first rank for splendor of talents and extent of erudition; an instructor whose pupils were numbered by thousands, many of them occupying the highest posts of honor and usefulness in the church and state. He appeared before them, too, in all the dignity of unsullied virtue, and armed with the panoply of a minister of Christ. His person was also large and commanding, his manners refined and courtly, his voice deep and melodious;—authority, as one born to command, seemed to invest his entire character.

The books recited to the President were Blair's Rhetoric, Locke on the Human Understanding, and Paley's Moral Philosophy. Every Wednesday and Saturday, a division of the class, consisting of eight or ten, read disputations on some question previously selected and approved by the President, on which, at the close of the discussion, he gave an elaborate decision. On Monday morning, in the place of a recitation, he gave a familiar discourse, founded on Vincent's Catechism, on the doctrines, duties, and evidences of Christianity. But the great value of senior year consisted not so much in the lessons learned and recited, as in the vast amount of instruction which fell from the lips of the instructor. It has with some reason been alledged, as a defect in his method of instruction, that the student was not laid under sufficient responsibility. Leading questions were asked, which only required to be affirmed or denied, and hence it was possible to pass both the daily recitations and the public examinations with but little study. Senior year was, therefore, just what each individual chose

to make of it. Those desirous of improving their time well, found it a most profitable year. They found their sum of knowledge daily increased; their moral principles formed and strengthened; from boys they became men, and rose to the full consciousness of manhood, and had their principles, literary, political, moral, and religious, settled for life. The majority carried in note-books, and recorded as many as possible of the President's remarks. Although the class met him but once a day, yet the interview was frequently prolonged from an hour and a half to two hours, and, on dispute days, occasionally still longer. Copious and able as were the instructions given by President Dwight, in connection with the text-books, it was in the ample and profound discussions of questions, whether philosophical, political, literary, or religious, that his great powers and resources as a teacher were most fully brought out. In these, according to the nature of the subject, appeared, by turns, the divine, the poet, the statesman, the patriot, the philanthropist. It was often evident that he came to the lecture room to attend these debates without any special preparation. Indeed, when, on account of the length of time occupied by the disputants, his decision was postponed, to be given at the close of the next recitation, he would sometimes require to be reminded of the question. But, after a moment's reflection, apparently throwing his ideas under numerical heads, he would enter with all his soul into the discussion, bringing forward in luminous order the most convincing arguments, embellishing by rhetorical figures, illustrating by pertinent anecdotes, enlivening by sallies of humor, and often warming up into a more glowing strain of eloquence than he ever exemplified in his public discourses. During the reading of the debates of the students, he often interspersed remarks suggested by some casual association, which led him at a distance from the main point in argument. But it was useful information, however discursive he might sometimes appear; and, by this practice, he touched upon so many of the exigences of real life, that his pupils have been often heard to say, that hardly a day of their subsequent lives has passed without their recalling something said by President Dwight. The earnestness with which he engaged in the business of instruction, and in arguing questions in which important truths were to be established, never abated. It might be the twentieth or the thirtieth class of pupils now before him, and he might be reiterating the same ground for the thirtieth time, yet his zeal knew no satiety. Nothing could have so fully sustained his interest in these exercises, but a high appreciation of the value of the truths he taught, and a benevolent desire that his pupils should share with him so rich a treasure. The intensity of feeling

with which he engaged in the defense of the truth, when it was assailed or endangered, was strikingly evinced on an occasion when I was present. During his last sickness, a small class of students in theology recited to him once a week, and came to his house for that purpose only a week before he died. When they entered the room, the President was leaning back in his chair, with his head upon the wall, and with many indications of intense suffering.* It was one of his bad days, and Mrs. Dwight went to him and told him that the young men had come to recite, but besought him not to attempt to hear them. One of them was to read a dissertation on the doctrine of the Trinity. The President faintly replied that it would not hurt him to have the paper read, although he should probably not be able to make any remarks. The student began to read, and soon touched upon delicate points in the controversy then waging on this great subject. The face, before so pale and wan, began to brighten up; he leaned forward in his chair, took up several points in the argument, in opposition to the views of the writer, and, at length, altogether forgetting his bodily pain and weakness, entered fully into the question, and discoursed for an hour with his accustomed zeal and energy.

It was a melancholy satisfaction I enjoyed on the day after the decease of this venerated man, to watch over his lifeless remains. My mind was filled to overflowing with recollections of all I had seen and heard of the extraordinary personage whose form, majestic even in death, now lay before me. Retiring from the solemn chamber, I took my pen and wrote as follows: "Where among all the records of the many great and good, who have devoted themselves to the same dignified employment, can a man be found, who united in his own person a more wonderful assemblage of those qualities which fit one for forming the characters of youth? Who has ever united, in a higher degree, the dignity that commands respect, the accuracy that inspires confidence, the ardor that kindles animation, the kindness that wins affection, and has been able, at the same time, to exhibit before his pupils the fruits of long and profound research, of an extensive and profitable intercourse with the world, and of great experience in the business of instruction?"† After the lapse of forty years, and after much opportunity with many eminent instructors, this estimate seems to me entirely just, and President Dwight is ever present to my mind as the GREAT MODEL TEACHER.

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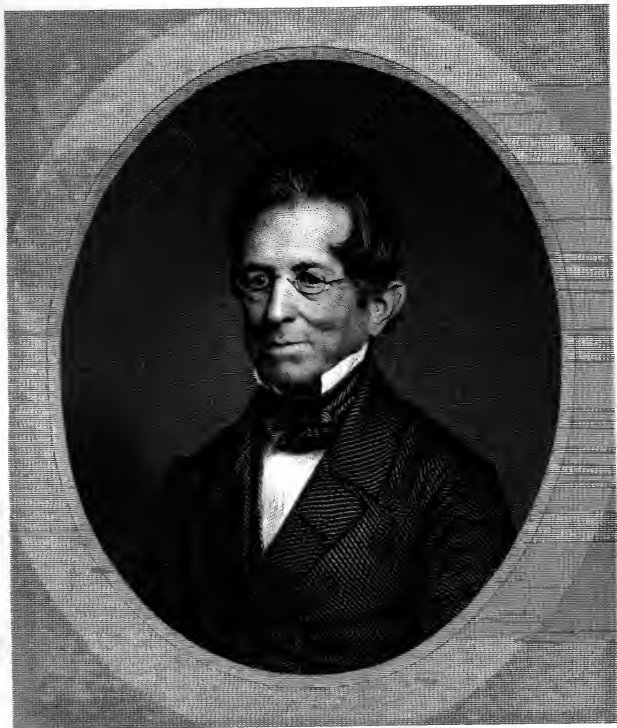
* His disorder was an internal cancer, and his anguish extreme.

† This passage formed a part of a Memoir of Dr. Dwight, published in the "*Philadelphia Port-Folio*" for November, 1817.



Yours sincerely,
T. H. Gallaudet —

THOMAS H. GALLAUDET.

In continuing our sketches of eminent teachers and educators, we shall dwell* in this number of our Journal, on the life, and services of one who was both a practical teacher, and a widely influential educator,—at once eminently successful in a new, and difficult department of human culture, and in diffusing by pen, voice, and example, sound views as to principles and methods of instruction and discipline applicable to schools of different grades and character. But he was not only a successful teacher, and a wise educator, but the founder of an institution by which thousands have already been rescued from the doom of ignorance, and isolation from their kind; and tens of thousands more will yet be introduced to the boundless store of human and divine knowledge, to the delights of social intercourse, to a participation in the privileges of American citizenship, to a practical skill in the useful and liberal arts, and to the ability generally of adding each something to the stock of human happiness, and subtracting something from the sum of human misery. For his widely beneficent life and sublime Christian virtues, the world has added one other name to its small roll of truly good men, who have founded institutions of beneficence, and lifted from a portion of our race the burden of a terrible calamity;—

> One other name with power endowed,
> To cheer and guide men onward as they pass,—
> One other image on the heart bestowed,
> To dwell there beautiful in holiness.

To Thomas Hopkins Gallaudet we may apply his own beautiful paraphrase of Collins' Dirge, "*How sleep the brave!*" *&c.*

> How sleep the good! who sink to rest,
> With their Redeemer's favor blest:
> When dawns the day, by seers of old,
> In sacred prophecy foretold,
> They then shall burst their humble sod,
> And rise to meet their Saviour—God.
>
> To seats of bliss by angel-tongue,
> With rapture is their welcome sung,
> And, at their tomb, when evening gray
> Hallows the hour of closing day,
> Shall Faith and Hope awhile repair,
> To dwell with weeping Friendship there.

* The following sketch is abridged from a "*Tribute to Gallaudet.* A Discourse on the Life, Character, and Services of Thomas Hopkins Gallaudet, L L. D., delivered before the Citizens of Hartford, 7th January 1852, with an Appendix, containing History of Deaf-mute Instruction and Institutions. By Henry Barnard. p. 267."

Thomas Hopkins Gallaudet was born in the city of Philadelphia, on the tenth of December, 1787. His father, Peter W. Gallaudet, was descended from that branch of a Huguenot family, which fled from France on the revocation of the Edict of Nantz, and settled afterwards near New Rochelle, in New York, on the borders of Connecticut. His mother, Jane Hopkins, was the daughter of Captain Thomas Hopkins, — a descendant of one of the first settlers of Hartford, whose name is recorded on the historical monument in the old burial-ground in the rear of the Centre Church. The family removed to Hartford in 1800, where the son continued ever after to reside.

Mr. Gallaudet completed his preparation at the Hartford Grammar School for the sophomore class of Yale College, which he entered in the autumn of 1802, in the fifteenth year of his age, — an age, as he often remarked, too young, to enable a student to reap the full advantage of a collegiate course of study and discipline. Although quite young, — the youngest member of his class, and by temperament and habit inclined to be cheerful and even mirthful,— he was ever studious, achieving a reputation for sound scholarship, second to no other in his class distinguished for the talent and attainments of its members, strictly observant of the laws of the institution, and graduated before he was eighteen years old. During his connection with college, he was remarkable for the accuracy of his recitations in every department of study, and was particularly eminent in mathematics, and for proficiency in English composition. To his early attention to mathematics we may attribute much of that discipline which enabled him to summon his mental vigor and resources at will, and to his early and constant practice of English composition, that facility and felicity of expression which characterized his conversation and more elaborate discourses.

Soon after leaving college he entered upon the study of law, in the office of Hon. Chauncey Goodrich. Here, as in everything he undertook, he was punctual and methodical, his recitations were remarkable for their accuracy, and he gave every assurance of his becoming in time a thorough and successful lawyer. The state of his health, which was never robust, compelled him, at the close of the first year, to suspend his legal studies, which he never resumed. The interval, before he entered on his duties as tutor in Yale College, in 1808, was devoted to an extensive course of reading in English literature, and the practice of English composition. His experience as tutor enabled him to review and extend his collegiate studies, and introduced him to the subject of education as a science, and to its practical duties as an art. No one could appreciate more highly than he did the value of even a brief experience in teaching, as a school of mental and moral

discipline, and as the most direct way to test the accuracy of attainments already made.

About this time, his health requiring a more active life, he undertook a business commission for a large house in New York, the prosecution of which took him over the Alleghanies, into the States of Ohio and Kentucky, — and on his return, with the intention of pursuing a mercantile life, he entered as a clerk in a counting-room in the city of New York. But neither law nor commerce seemed to open the field in which he could labor with his whole heart and mind, although he often referred to his early acquaintance with their elementary principles and forms of business and practice, as a valuable part of his own education. Neither did he regard his collegiate education as at all an inappropriate preparation for a life of active mercantile business. He never entertained, for himself or his children, the absurd and mischievous notion, which is too prevalent in society, that a man having a collegiate or a liberal education must necessarily preach, or practise law, or hold a political office, or trade, or speculate on a large scale, to be respectable. He regarded the thorough training of the mind, and large acquaintance with books and men, as a fit preparation for any business or pursuit.

Mr. Gallaudet made a public profession of his religious faith, and became a member of the First Congregational Church of Hartford, under the ministry of Rev. Dr. Strong. In the fall of 1811, he commenced the study of theology at Andover, which he prosecuted with his usual diligence and success, amid all the interruptions and drawbacks of delicate health. He was licensed to preach in 1814, and received, immediately, an invitation to assume the pastoral relations with a church in Portsmouth, New Hampshire, and from several parishes in Connecticut; but, although admirably adapted for such a life, his Master had work for him in other and no less important fields of Christian duty.

Mr. Gallaudet was now twenty-seven years old. His life, thus far, was a course of diligent and thorough preparation for a career of eminent usefulness in any department of literary or professional labor. His mind was disciplined and enriched by an assiduous improvement of all the advantages of one of the best colleges in our country. He had assured himself of his own knowledge, by his success as a practical teacher. He had devoted much time to the attentive study of English literature, and to the practice of English composition. He had gained a knowledge of the elementary principles of law, and of legal forms, by an attendance on legal proceedings in court, and in the office of a successful practitioner. He had gone through a thorough course of theological study, and had already officiated with great acceptance

as a preacher in a temporary supply of the pulpit in several places. He had seen much of the world, and the transactions of business, in travel, and in the practical duties of the store and the counting-room. He was universally respected for his correct life, as well as thorough scholarship, and beloved for his benevolent feelings, social qualities, and courteous manners. He was ready for his mission. That mission was the long-neglected field of deaf-mute instruction, to which his attention had already been turned from his interest in little Alice Cogswell,* whose father's residence was in the immediate neighborhood of his own home, and who was, also, the companion of his own younger brothers and sisters. It was during an interview in his father's garden, where Alice was playing with other children, that Mr. Gallaudet, then a student at Andover, succeeded in arresting her attention by his use of signs, the natural language of the deaf and dumb, and in giving her a first lesson in written language, by teaching her that the word *hat* represented the *thing*, hat, which he held in his hand. Following up this first step, in such methods as his own ingenuity could suggest, and with such lights as he could gather from a publication of the Abbé Sicard, which Dr. Cogswell had procured from Paris, Mr. Gallaudet, from time to time, succeeded in imparting to her a knowledge of many simple words and sentences, which were much enlarged by members of her own family, and, especially, by her first teacher, Miss Lydia Huntley [better known as Mrs. Sigourney].† This success encouraged her father in the hope that, instead of sending his child, made more dear to him by her privations, away from home, to Edinburgh, or London, for instruction in the schools of Rev. R. Kinniburgh, or Dr. Watson, a school might be opened in Hartford.

Dr. Cogswell had already ascertained, by a circular addressed to the Congregational clergymen of Connecticut, that there were at least eighty deaf mutes in the state, many of whom were young enough to attend a school; and his Christian benevolence prompted the aspiration and belief that it was not the "will of our Father who is in heaven, that one of these little ones should perish." With these data and aims before him, and with such information as he could gather as to the progress and results of deaf-mute instruction in Europe, he addressed himself to the Christian benevolence and kind feelings of his neighbors and friends, for their coöperation. A meeting was accordingly held at his house, on the thirteenth of April, 1815, composed

* We shall give, in a subsequent number of the *Journal*, a brief biographical sketch of Alice Cogswell, whose name is so indissolubly connected with the history of deaf-mute instruction in America.

† Mrs. Sigourney has given an interesting sketch of Alice, in her interesting volume entitled "My Pupils," published by Carter, New York, 1853.

(as appears from a journal kept by Mr. Gallaudet) of Mason F. Cogswell, M. D., Ward Woodbridge, Esq., Daniel Wadsworth, Esq., Henry Hudson, Esq., Hon. Nathaniel Terry, John Caldwell, Esq., Daniel Buck, Esq., Joseph Battel, Esq. (of Norfolk), the Rev. Nathan Strong, D. D., and Rev. Thomas H. Gallaudet. The meeting was opened with the invocation of the Divine blessing on their undertaking, by Rev. Dr. Strong, and after a full discussion of the practicability of sending some suitable person to Europe, to acquire the art of instructing the deaf and dumb, Dr. Cogswell and Mr. Woodbridge * were appointed a committee to obtain subscriptions for the purpose, and ascertain the name of a suitable person who would consent to go.

To Mr. Gallaudet, the eyes of all interested in the object were instinctively turned, as the one person, qualified beyond all others, by his manners, talents, attainments, and Christian spirit, to engage in this mission. After much prayerful consideration of the subject, and not till he had failed to enlist the agency of others in this pioneer work of benevolence, on the twentieth of April, 1815, he informed Dr. Cogswell and Mr. Woodbridge "that he would visit Europe for the sake of qualifying himself to become a teacher of the deaf and dumb in this country." On the twentieth of May following, he sailed for New York, in the prosecution of his benevolent object.

Encountering unexpected delays in obtaining admission as a pupil into the London Asylum, then under the care of Joseph Watson, LL. D., he had made arrangements to spend a year in the institution at Edinburgh, which was also likely to be thwarted, when he opportunely gained an introduction to the Abbé Sicard, who was at that time on a visit to London for the purpose of giving a course of lectures explanatory of his method of teaching the deaf and dumb, accompanied by Massieu and Clerc, his favorite pupils and assistants. By this benevolent man, one of the greatest benefactors of the deaf mute, Mr. Gallaudet was cordially received, and invited to visit Paris, where every facility would be extended to him without fee, or hindrance of any kind. He accordingly repaired to Paris, where he devoted himself assiduously to the study of deaf-mute instruction until July, 1816,

* Mr. Woodbridge was then in the prime of life, and in the front rank of the mercantile interest of Hartford. By his personal solicitation, and the example of his own liberal subscription, he succeeded in the course of one day in obtaining the pledge of a sufficient sum to meet the expense of the enterprise, and, it is safe to say, that no other business transaction of his life is now associated with such a train of pleasant recollections. He, and Daniel Buck, Esq., are now [1856] the only survivors of that first voluntary association, in whose prayers, pecuniary contributions, and personal exertions, the American Asylum had its origin. Foremost on the list of subscribers in amount, stands the name of Daniel Wadsworth, who gave, to the community in which he lived, through a long life, a beautiful example of the true uses of wealth, by its judicious expenditure under his own personal inspection, for the promotion of Christian, benevolent, patriotic, and literary purposes.

when he had the happiness of embarking for America with Mr. Laurent Clerc, a highly educated deaf mute, one of the ablest pupils of Sicard, and one of the best teachers of the Paris Institution, — an event* of scarcely less importance to the immediate success of the American Asylum, than Mr. Gallaudet's own consent to visit Europe in its behalf.

After two years of preparation, spent in organizing an association based on the principle of permanency, raising funds, training and procuring teachers, and making its objects known through the press, personal interviews, and public addresses, the Asylum was opened with a class of seven pupils, on Wednesday, the fifteenth of April, 1817, in the south part of the building now occupied by the City Hotel, in Hartford. On the Sunday evening following, — April 20th, — just two years after he had signified his assent to devote himself to this enterprise, Mr. Gallaudet delivered a discourse in the Centre Congregational Church, before a crowded audience, and in the presence of his interesting group of seven pupils, from the words of Isaiah: — "Then the eyes of the blind shall be opened, and the ears of the deaf unstopped. Then shall the lame man leap as a hart, and the tongue of the dumb sing; for, in the wilderness, waters shall break out, and streams in the desert" — in which he set forth the advantages likely to arise from the establishment of the Asylum, and the motives which should inspire those who are interested in its welfare with renewed zeal and the hopes of ultimate success. On rising from a fresh perusal of this admirable discourse, written in such pure, polished, and idiomatic English, and breathing so much of the spirit of Him, by whose miraculous agency the ears of the deaf were opened, and the tongue of the dumb loosened; and contrasting that group of seven pupils, ignorant, isolated, and unhappy, and the moral desert in which the deaf mute then dwelt, with the thousands of the same class who have since been instructed, and the thousand homes which have since

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* How touchingly did Mr. Gallaudet refer to that event in his address at the ever-memorable gathering of the deaf and dumb at Hartford, thirty-four years afterwards: — "What should I have accomplished, if the same kind Providence had not enabled me to bring back from France, his native land, one whom we still rejoice to see among us, himself a deaf mute, intelligent and accomplished, trained under the distinguished Sicard, at that time teaching the highest class in the Paris Institution, to be my coadjutor here at home; to excite a still deeper interest in the object to which he came to devote his talents and efforts; to assist in collecting those funds which were absolutely essential for the very commencement of the operations of the Asylum; to be my first, and, for a time, only fellow-laborer in the course of instruction, and then to render necessary and most efficient aid in preparing for their work the additional teachers who were needed."

Although he came to a land of strangers, he now (1856) finds himself, as the years pass lightly over him, near his children and grand-children, amid a circle of appreciating friends and grateful pupils, who will ever shower blessings on him for his many sacrifices and labors in their behalf.

been cheered and blessed, and all the good, direct and indirect, to the cause of Christian philanthropy which has flowed out of these small beginnings, we seem almost to stand at the well-spring of that river of life, seen in the vision of the prophet, which, flowing out from beneath the sanctuary, and on the right hand of the altar, into the wilderness, a little rill that could be stepped over, widened and deepened in its progress, till it became a mighty stream, — a stream which could not be passed, imparting life wherever it came, and nourishing all along its banks, trees, whose fruit was for meat, and whose leaves for medicine.

From time to time, in the course of every year, before the legislatures of the several New England States, in the halls of Congress, in all of the large cities of the Northern and Middle States, Mr. Gallaudet, accompanied and assisted by Mr. Clerc, and, not unfrequently, by a class of pupils, continued to present and advocate the claims of the deaf mute on the benevolent regards of individuals and public bodies. The way was thus prepared for that liberality which has since marked the legislation of the country, by which the education of the deaf and dumb has become part of the public policy of all the older, and most of the new States.

It will not be necessary to follow any further in detail Mr. Gallaudet's labors in connection with the American Asylum, and for the benefit of the deaf and dumb. These labors were eminently judicious and successful; and although in an undertaking of such magnitude there are many agencies and many laborers, and all those who work at the foundation, or even beyond that, who gather slowly the material and the laborers, and those who work on the top stone, or the ornaments, perform a necessary and an honorable part, and all deserve to be remembered with gratitude, still it is instinctively and universally felt that the directing mind in this great enterprise, — in its inception, its gradual maturing, and ultimate organization, — is that of THOMAS HOPKINS GALLAUDET. Of this we are sure, that he worked incessantly and wisely, and out to the full circumference of his duty and ability. His labors and anxieties, necessarily attendant on such an undertaking, — the striking out of new plans and methods, the reconcilement of differing views in different departments of authority and instruction, until the best working plan was in successful operation, — were too much for a temperament naturally so excitable as his, and for a constitution never robust. He accordingly felt it necessary to resign his place as Principal of the American Asylum in 1830, although he never ceased to take an active interest as director in its affairs, and was always consulted, up to his last illness, with filial confidence and affection, by the instructors and directors of the institution

The repose from constant occupation in the instruction and oversight of the affairs of the Asylum which his resignation afforded him, was devoted by Mr. Gallaudet to the prosecution of literary pursuits, as congenial to his tastes and early habits, and as a means of supporting his family. He was distinguished, while in college, for his facility and felicity in English composition; and the volume of Discourses, preached by him in the chapel of the Oratoire, while studying in Paris, and published in 1817, in which the purity at once of his literary taste and Christian character is displayed, would alone entitle him to a prominent place among the worthies of the American pulpit. In 1831, he published the "Child's Book on the Soul," which exhibits his remarkable tact in bringing the most abstract subject within the grasp of the feeblest and youngest mind. This little volume has gone through a large number of editions, in this country and in England, and has been translated into the French, Spanish, German, and Italian languages. This publication was followed by several others of the same character, and which were widely read. His "Mother's Primer" has lightened the task of infantile instruction in many homes and many schools; and his "Defining Dictionary," and "Practical Spelling-Book," composed in connection with Rev. Horace Hooker, rigidly and perseveringly followed, are invaluable guides to teacher and pupil to a practical knowledge of the meaning and use of our language in composition and conversation. At the urgent request of the American Tract Society, he commenced, in 1833, the publication of a series of volumes under the general title of "Scripture Biography," which was incomplete at the time of his death, but which, as far as published, are to be found in most of the Sunday School and Juvenile Libraries of our country. In 1835, he published the first part of a work, with the title of "The Every-Day Christian," in which he endeavors to delineate certain traits of Christian character, and to lead his readers to the consideration of certain every-day duties, which are in danger of being overlooked amid the occupations and pursuits of this world. In this volume he unfolds, at some length, his own ideal of a Christian life, as exhibited in the family state, and in the faithful and conscientious performance of a class of duties which, although unseen, are essential parts of the vast moral machinery which the Almighty Hand is wielding for the accomplishment of the designs of Infinite Wisdom and Goodness. The plan of the work was probably suggested by a movement on the part of many public-spirited and benevolent citizens of Hartford, in the winter of 1834–35, to promote the cause of moral reform among the youth of that city. The prosecution of the object, to Mr. Gallaudet's mind, was accompanied with too much denunciation of amusements, innocent in

themselves, and objectionable only when pursued too far, and under circumstances calculated to lead to excessive indulgence, and to vicious associations and associates. His mode of keeping young people out of places of idle and corrupting resort, as set forth in a public address at that time, and more elaborately in this little volume, is to make home pleasant and attractive, — to cultivate the taste and the habits of reading, of fireside amusements and social intercourse — and to make home attractive not only to the children of the family, but to clerks and apprentices, who may be in the employment or under the guardianship of the head of the family.

Valuable as these publications are, both in the matter and manner of their execution, and popular as many of them have been and still are, they are only the indications of what he might have accomplished in this department of authorship, if he had enjoyed firmer health and more leisure for meditation and study. It is safe to say that Mr. Gallaudet never rose in the morning without having in his mind or on his hands some extra duty of philanthropy to perform, — something beyond what attached to him from his official or regular engagements. His assistance was asked whenever an appeal was to be made to the public, in behalf of a benevolent or religious object, which required the exercise of a cultivated intellect, the impulses of a benevolent heart, and the personal influence of a character confessedly above all political and sectarian principles.

Although through his whole life a practical educator and teacher, it was during this period that he distinguished himself as the friend, and efficient promoter by pen and voice, of educational improvement. On all movements in behalf of general education, in institutions and methods, he formed his own opinions with his usual caution, and maintained them with courtesy and firmness. While he acknowledged the fact of mutual instruction in the family and in life, which lies at the foundation of Bell's and Lancaster's systems of monitorial instruction, as an educational principle of universal application in schools, and always advocated and practised the employment of older children in the family, and of the older and more advanced pupils in the school, in the work of instructing and governing the younger and least advanced, he never countenanced for a moment the idea which swept over our country from 1820 to 1830, that monitors, young and inexperienced in instruction and life, could ever supply the place, in schools, of professionally trained teachers of mature age, thorough mental discipline, and high moral character.

Although he always advocated, and applied in his own family and family school, the principles of infant education, commencing with the child while in the arms of the mother and the lap of the father,

he kept aloof from the efforts which were so generally put forth in our larger cities, from 1826 to 1832, for the establishment of infant schools, as then understood and conducted. He sympathized deeply in the movement for the establishment of manual labor schools from 1832 to 1838, and was the constant advocate of more thorough physical education in institutions of every grade, from the family to the professional school. Although not strictly the first to present to the people of Connecticut and of New England the necessity of providing special institutions for the professional training of young men and young women for the office of teaching, his "Letters of a Father," published in the Connecticut Observer in 1825, and afterward circulated in a pamphlet, were among the earliest and most effective publications on the subject.

He was among the most earnest to call attention, in conversation, through the press, and in educational meetings, to the whole subject of female education, and especially to the more extensive employment of females as teachers. His hopes for the regeneration of society, and especially for the infusion of a more refined culture in manners and morals into the family, and especially into common schools, rested on the influence of pious and educated women as mothers and teachers. He was early interested in the establishment of the Hartford Female Seminary, and delivered an address in 1827 in its behalf, which was published. He was connected with the general supervision of the Seminary, and with its instruction as lecturer on composition and moral philosophy, in 1833.

Although, in the absence of such common schools as could meet his views of the wants of his own children, especially in all that regards moral and religious culture, and personal habits and manners, he for years established a small family school for the education of his own children, and the children of his immediate friends, he was ever the advocate of the most liberal appropriation, and of the most complete organization, instruction and discipline of public or common schools, — and he did much, by pen and voice, to advocate their improvement. As has already been stated, so early as 1825, he fixed for the first time the attention of educators, and to some extent of the public, on the source of all radical and extensive improvement of them and all schools, in the professional training of teachers. In 1827 he was an active member of the Connecticut Society for the Improvement of Common Schools, of which Hon. Roger Minot Sherman was President, and the Rev. Horace Hooker, and the Rev. Thomas Robbins, D. D., the real laborers, — one of the first, if not the first society of the kind in this country. He was a member of the committee of arrangements in the teachers' convention held in Hartford, in Octo-

ber, 1830, of which Noah Webster, LL. D., was President. The discussions in that convention, of such topics as the influence of the school fund of Connecticut as the main reliance of the people for the support of common schools, in which Dr. Humphrey, then President of Amherst College, a native of the State, and a teacher for many years in her district schools, took an active part; — the proper construction of school-houses, on which subject Dr. William A. Alcott read a paper, which was afterward published as a prize essay by the American Institute of Instruction, and circulated all over the country; — the qualifications of teachers, which was ably presented in a lecture by Rev. Gustavus Davis, — had a powerful influence on the cause of educational improvement throughout New England. In 1833 he wrote a little tract, entitled "Public Schools Public Blessings," which was published by the New York Public School Society for general circulation in the city of New York, at a time when an effort was made, which proved successful, to enlarge the operations of that society.

In 1838, he was the person, and the only person, had in view, to fill the office of Secretary of the Board of Commissioners of Common Schools in Connecticut, when the bill was drafted for a public act "to provide for the better supervision of common schools" in Connecticut. The post was urged on his acceptance, with the offer and guaranty by individuals of an addition of one third to the salary paid by the State. He declined, mainly from his unwillingness to absent himself as much from his family as the plan of operations contemplated, and also "because of the apathy, as to the importance of this cause, which he had many reasons to know weighed not only on the public mind generally, but on the minds and hearts of good men, and even Christians, who take an active and liberal part in other moral and religious movements. To break up this apathy, requires more of youthful strength and enthusiasm than can be found in an invalid and a man of fifty years of age." In a conversation held with the individual who afterward entered on this field of labor, through his earnest solicitations, Mr. Gallaudet anticipated the difficulties which that enterprise afterward encountered, and which he feared would "probably not entirely defeat, but must inevitably postpone its success. But never mind; the cause is worth laboring and suffering for; and enter on your work with a manly trust that the people will yet see its transcendent importance to them and their children to the latest posterity, and that God will bless an enterprise fraught with so much of good to every plan of local benevolence." In company with the Secretary, he visited every county in the State in 1838, and addressed conventions of teachers, school officers and

parents. He took part in the course of instruction of the first normal class, or teachers' institute,* held in this country, in 1839, and again in a similar institute in 1840. He appeared before the Joint Committee of Education in the General Assembly, on several occasions when appropriations for a normal school were asked for. He was one of the lecturers in the teachers' convention held in Hartford in 1846, — and had the gratification of welcoming to the State Normal School at New Britain, in 1850, the first class of pupil teachers, and of taking part in their instruction. He was to have delivered a public address before one of the literary societies in that institution, called, in gratitude for his early and constant advocacy of normal schools, after his name, at the first anniversary of the State Normal School in September, 1851.

Mr. Gallaudet was a contributor at different times to the "Annals of Education," while under the charge of William C. Woodbridge, and to the "Connecticut Common School Journal" from 1838 to 1842. In 1839 he edited an American edition of "Principles of Teaching, by Henry Dunn, Secretary of the British and Foreign School Society, London," under the title of "Schoolmaster's Manual" — a truly valuable work, which has gone through many editions in England.

He took an active interest in the lyceum movement, from 1826 to 1840, — and particularly in the Goodrich Association, in 1831, under whose auspices the first course of popular lectures was delivered in Connecticut, — and in the proceedings of the American Lyceum, at its annual meeting in Hartford, in 1838, out of which originated the Hartford Young Men's Institute in the same year. In fine, he sympathized with, and participated, so far as his health and other engagements would allow, in every movement which aimed to elevate, purify and bless society through a wide-spread system of popular education.

In 1837, the county of Hartford, through the exertions mainly of Alfred Smith, Esq., erected a prison, on a plan which admitted of a classification of the prisoners, of their entire separation at night, of their employment in labor under constant supervision by day, and of their receiving appropriate moral and religious instruction. Mr. Gallaudet sympathized warmly with this movement, and in the absence of any means at the disposal of the county commissioners to employ the services of a chaplain and religious teacher, volunteered to discharge these duties without pay. He continued to perform religious service every Sabbath morning for eight years, and to visit the prison from time to time during each week, whenever he had reason to sup-

* An account of this Institute is published in the "Connecticut Common School Journal" for 1839.

pose his presence and prayers were particularly desired. In such labors of love to the criminal and neglected, unseen of men, and not known to twenty individuals in Hartford, the genuine philanthropy and Christian spirit of this good man found its pleasantest field of exercise.

On the sixth of June, 1838, Mr. Gallaudet became connected with the Connecticut Retreat for the Insane,* as chaplain, the duties of which office he continued to discharge, with exemplary fidelity and happy results, up to the day of his last illness.

Mr. Gallaudet entered on his new and interesting field of labor with his usual caution, preparation and thoroughness. No man could study his duties with a more prayerful and earnest spirit, — no one could improve more faithfully every opportunity to become intimately acquainted with the peculiarities of the mental and moral condition of each of the numerous inmates of the Retreat, — no one could aim to act in more perfect accordance with the counsels and directions of the superintending physician, — no one could select with more cautious deliberation the truths of religion which could be advantageously adapted to those who are laboring under mental or moral delusions, or more wisely present the motives which could aid in leading back such to a self-controlling and healthful condition of mind, or administer the consolation that would reach their real or supposed trials. The experience of each successive year furnished accumulating evidence of the usefulness of his labors, and the efficacy of kind moral treatment and a wise religious influence in the melioration and care of the insane. How beautifully did both his manner and success illustrate the wisdom of that law of kindness, which Dr. Todd impressed on the organization of this retreat as the all-pervading and plastic power of its moral discipline! O, how vividly did his mode of conversing with the insane bring back the image and language of that gifted man, — the first physician and founder of the Retreat! — how beautifully did the labors of both realize the language in which Whittier describes the true mode of dealing with the insane!

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* Although the directors of this institution were the first to make an appointment of this character, not only for the purpose of daily family worship, and religious worship on the Sabbath for its officers and inmates, but as part of the system of moral treatment of insanity, — still the earliest movement in this direction was made by the trustees and superintendent of the State Lunatic Hospital at Worcester, Mass., in 1835.

To carry out his plans to perfection in this important department of the moral treatment of insanity, and especially in its early stages, Dr. Woodward felt the necessity of having the co-operation of a clergyman of cheerful and yet fervent piety, of large acquaintance with men, and of great versatility in modes of reaching the human mind and heart, and, above all, of that Christ-like spirit, "which, touched with a sense of human infirmity," should not expend itself in passive pity, but in wholesome and practical action for its relief. These qualities and qualifications he knew belonged, in a preëminent degree, to Mr. Gallaudet, and to him the chaplaincy in the institution at Worcester was tendered.

"Gentle as angels' ministry,
The guiding hand of love should be,
Which seeks again those chords to bind
Which human woe hath rent apart,—
To heal again the wounded mind,
And bind anew the broken heart.
The hand which tunes to harmony
The cunning harp whose strings are riven
Must move as light and quietly
As that meek breath of summer heaven
Which woke of old its melody;—
And kindness to the dim of soul,
Whilst aught of rude and stern control
The clouded heart can deeply feel,
Is welcome as the odors fanned
From some unseen and flowering land,
Around the weary seaman's keel!"

Mr. Gallaudet's experience and observations among the insane were not lost upon him as an educator, but furnished him with facts and illustrations, by which, in his practical lectures to teachers, or conversation with parents and others interested in the cause of education, he shed light upon questions of deep and general interest connected with the philosophy of mind, and the reciprocal influence which the mind and body have upon each other, — the elements of moral science, — the education and training of children and youth, both in families and schools,— the preservation of health and reason, and the precautionary measures to be pursued to guard against the ills of the flesh and the spirit, and thus enabling every individual to prevent more than the most successful institution can ever mitigate or remove. To him the Retreat was not only the field of Christian benevolence, but a school of practical wisdom as an educator. In the conviction that a defective and faulty education, through the period of infancy and youth, is the most prolific cause of insanity, and that we must look to a well directed system of education, having for its object physical improvement, no less than moral and mental culture, as the best security against the attacks of this most formidable disease, he dwelt on the importance of paying attention to the physical condition and improvement of schools, to ventilation, to all the arrangements of the yard, to exercise, to frequent intervals of relaxation from study spent in the fresh air and in athletic sports, to the proportionate development of all the faculties, and, in all cases, to the avoidance of undue stimulants to study, especially with young children and with females.

In 1835–6 Mr. Gallaudet was induced by an association of which Mr. Richard Bigelow and Henry Hudson, Esq., of Hartford, were the active members, to visit the western states in reference to a plan of religious education for that section of the country, which, in coöperation with local and individual efforts, and in aid of existing schools,

contemplated a supply of well qualified teachers and the establishment, in each state, of at least one model institution of Christian education. The financial disasters which swept over the country soon after, crippled the means of several of the active promoters of the plan, and it was postponed, never to be renewed under the same auspices.*

Among the religious and benevolent enterprises in which he was particularly interested, may be mentioned the American Tract Society, of the Connecticut branch of which he was for many years president; the cause of universal peace, which he aimed to promote by disseminating information among all men, of the anti-Christian tendency of the war spirit, and by cultivating, in every way, the doctrines and graces of Christianity, commencing always with the individual, and spreading out through the family and the neighborhood, till they embraced the state and the world; and the civilization and Christianization of Africa by means of colonies of free, intelligent, and religious blacks from this country. To the American Colonization Society and its affiliated societies, he was in the habit of looking as the great instrumentality, under Providence, for elevating the condition of the African race in its own home, and wherever the cupidity of other races may have forcibly transplanted it. No man could be more kind and considerate in his attentions and efforts to improve the condition of this class of our population at home, and especially in providing them with the means of intellectual and religious improvement.

After living a life of practical usefulness, such as it is the privilege of but few good men to live, and yet such as every wise man at the time of his death, if he could live his life over again, would aspire to live, Mr. Gallaudet died as every good man would desire to die. Overtaken by sickness in the discharge of his duties at the Retreat, he retired to his own home and his chamber on the night of the twentieth of July, to go no more out, until borne by others to his last resting-place. His disease proved to be an aggravated form of dysentery, and so prolonged and so severe was the attack, that his constitution, never robust, and his strength, which was never vigorous, and which for the last twenty years had been husbanded only with extreme care, sank beneath it; and after forty-six wearisome days and nights, during most of which his mind was remarkably clear and active, and his faith undimmed, he died on the tenth of September, 1851, leaving to his widow and eight children, and the sorrowing community where he was best known, the inestimable legacy of his life and character, and the consoling lesson of his death.

* At a later period a somewhat similar enterprise was undertaken by Miss Catherine E. Beecher, to which Mr. Gallaudet ever gave his counsel and aid, in preparing the class of teachers who have, for the last eight years, assembled in Hartford for a course of preparatory instruction before going west.

In the bosom of his family, — watched over by the gentle eye of affection, — ministered to by children who would keep him yet a little longer from the sky, — the last offices of the sick-room sought by neighbors and friends, who would thus requite his kindness to them, and mark their appreciation of his worth, — without one gathering mist or shade on his hope of a blessed hereafter, secured (to use his own language) not by merits of his own, but by the redeeming grace of God, — he passed through his last tedious sickness, feeling the arm of his Saviour beneath him; and when his hour came, his spirit passed away so gently, that the precise moment was unmarked:

> "They thought him dying when he slept,
> And sleeping when he died.
>
> "His soul to Him who gave it rose;
> God led him to his long repose,
> His glorious rest;
> And though that Christian's sun has set,
> Its light shall linger round us yet,
> Bright radiant, blest."

Mr. Gallaudet was married, on the tenth of June, 1821, to Miss Sophia Fowler, of Guilford, a deaf mute, with whom his acquaintance commenced while she was a member of the first class of pupils instructed by him at the Asylum. Seldom has domestic life been blessed with so sweet an accord of temper, taste, and views, of family instruction and discipline, and by such a bright dower of clustering charities, — a triumphant testimony to the deaf mutes, of their inherent capability, properly instructed, to take their appropriate position of influence in the family state. In no one position did the distinguishing features of his mind and heart shine out more clearly than in his own home, and in the practical discharge of his domestic and social duties. Here his views, as a wise educator, were illustrated by beginning the work of parental instruction and example in the very arms of the mother, and in the lap of the father, while natural affection tempers authority with love, and filial fear with filial attachment and gratitude. Here he aimed to form habits, as well as principles of truth, temperance, honesty, justice, virtue, kindness, and industry. Here, by example and influence, by well-timed instruction, and judicious counsels, by a discipline uniform in its demands of strict obedience, yet tempered with parental fondness and familiarity, did he aim to fulfil the obligations which God had imposed on him as the head of a family; and in this preparatory sphere of instruction he had the personal and assiduous attention of Mrs. Gallaudet.

TESTIMONIAL AND MONUMENT

TO THOMAS HOPKINS GALLAUDET.*

It was the rare fortune of Thomas Hopkins Gallaudet not only to achieve a great and permanent work of beneficence in the institution of the American Asylum for the Deaf and Dumb, but to receive while living, the most touching evidences of filial respect and affection from the individuals and the class whom his deeds had blessed; and, after his decease, to have had erected to his memory by them an appropriate and enduring monument of their gratitude, on the ground which had been the scene of his labors, and of their happiness.

The world has seldom witnessed a more novel and affecting spectacle than was exhibited in the Center Congregational Church in Hartford, on the 26th of September 1850, where a large number of the graduates of the institution assembled to testify, by the presentation of silver plate, their affectionate respect to their first teachers, Messrs. GALLAUDET and Clerc, as the chief immediate instruments of their own elevation in the scale of intelligence, usefulness, and happiness, and the primary agents in procuring all the practical blessings which education has given, and is still bestowing on the whole class of deaf-mutes in this country. Over four hundred of this unfortunate class were present,—probably the largest assemblage of the kind ever seen in the world,—with intelligent joy beaming from all their faces, and gratitude displayed in their animated and expressive language of signs. What a striking contrast to the little group of seven pupils, ignorant, lonely, and disconsolate, who gathered in the same place a little more than thirty-four years before, at the first formal opening of the Asylum, on the 15th of April, 1817! Surely, peace and benevolence have their victories no less than war. Of a truth, 'the wilderness and solitary places have been made glad by the breaking out of living waters, and the desert rejoiceth and blossoms as the rose,—the ransomed of the Lord have returned with songs and everlasting joy upon their head.'

The testimonial, which originated with Mr. Thomas Brown of New Hampshire, one of the earliest and most intelligent of the pupils of

* The material, and much of the language of this article are drawn from Barnard's Tribute to Gallaudet, and Prof. Rae's Account of the Monument, in the Annals for October, 1854.

the Asylum, who said in the graphic language of signs, "that his spirit could not rest until he had devised some method of giving expression to the grateful feeling which filled his heart," and was eagerly seized and made the common property of all the graduates and pupils of the Asylum, consisted of a massive silver pitcher for Mr. Gallaudet, and another, of the same size for Mr. Clerc,—each pitcher being accompanied by an appropriate salver.

Upon one side of the pitcher is an engraved scene, representing Mr. GALLAUDET's going to France in the year 1817, to induce Mr. CLERC to come to America to instruct the deaf and dumb. There are figures of the gentlemen, and ships and waves illustrating the passage across the ocean. The building of the Hartford institution is likewise represented. On the other side is seen a picture of the interior of the school; with teachers, and pupils, and apparatus. In front and between these scenes, is the head of the Abbé SICARD, of Paris, the instructor of Messrs. GALLAUDET and CLERC, and said to be a correct likeness. On the neck of the pitcher are chased the different coats of arms of all the New England states; and on the handle are representations of mute cupids, and also closed hands, indicating the sign of the mutes for the first letter of the alphabet.

The inscriptions are as follows. On the pitcher destined for Mr. GALLAUDET, was engraved: —

PRESENTED TO
REV. THOMAS H. GALLAUDET,
FIRST PRINCIPAL OF THE AMERICAN ASYLUM,
AS A TOKEN OF GRATEFUL RESPECT,
BY THE DEAF MUTES OF NEW ENGLAND.
MOVED BY COMPASSION FOR THE UNFORTUNATE DEAF AND DUMB
OF HIS COUNTRY, HE DEVOTED HIMSELF TO THEIR
WELFARE, AND PROCURED FOR THEM THE
BLESSINGS OF EDUCATION.
HARTFORD, CONN., SEPT. 26TH, 1850.

On the salver: —

TO REV. THOMAS H. GALLAUDET,
FROM HIS FRIENDS, THE DEAF MUTES OF NEW ENGLAND.
HARTFORD, CONN., SEPT. 26TH, 1850.

The addresses and other exercises on the occasion of presenting these testimonials were intensely interesting. Well might Mr. Gallaudet say that he should think of that day "as standing out with a strong and memorable prominence among the days of his earthly pilgrimage, and of his former pupils with a father's love." And that love was reciprocated by his pupils with truly filial respect and affection, which was exhibited in a signal manner on his decease.

He had ever been regarded by them as their best friend and benefactor, and when his death was announced, a sadness and gloom pervaded their whole community, such as is felt when a beloved father dies. They were not satisfied with the ordinary badges of mourning and the usual testimonials of respect for their departed preceptor and guide. Their feelings prompted them to perpetuate his memory, and their own sense of his worth, in a more enduring and costly monument. In this work of gratitude and affection their hearts were united as the heart of one man, and their hands put to it bearing offerings for its accomplishment, which if not commensurate with their zeal and interest, were yet limited only by their ability to do and to give. As the plan and design were wholly their own, which they felt unwilling to have modified even by more gifted minds and cultivated tastes, so the embodiment of them was effected by their unaided contributions; not a dollar having been received from any hearing and speaking person.

The credit of the general plan of the structure is due to Mr. Albert Newsam, of Philadelphia, a former pupil of the Pennsylvania Institution, and one of the most skillful engravers and lithographers in the United States. The sculptured group on the south panel was designed by Mr. John Carlin, of New York, a deaf mute artist of growing skill and reputation. The execution of the work, after having been approved by a committee of the Gallaudet Monument Association, composed exclusively of deaf mutes, and formed for this special purpose, was committed to Mr. James G. Batterson, of Hartford, and his sculptor, Mr. Argenti.

Both in design and execution, this is undoubtedly one of the most beautiful monuments of its kind, in the United States; worthy of the noble name which it is raised to honor. Its whole cost was about *two thousand and five hundred* dollars; which was contributed exclusively by the deaf and dumb, over six hundred being able to say that, "I helped to bring into being that beautiful work of art, and of gratitude."

The monument stands in the grounds of the American Asylum, nearly in front of the center building, and consists of, first, a *platform* of Quincy granite, six feet ten inches square, and ten inches thick—the *plinth* is also of granite, six feet square and one foot thick—the marble *base* is five feet three inches square, and eighteen inches thick, richly moulded—the *die* consists of four panels; the south one containing a bas-relief, which constitutes altogether the most attractive feature of the monument.

Mr. Gallaudet is represented in the act of teaching little children

the manual alphabet. Three children are presented, two boys and one girl, and the execution of their faces and forms is very beautiful. The

artist has succeeded remarkably well in transferring to the stone the features of Mr. Gallaudet, and the expression of his countenance.

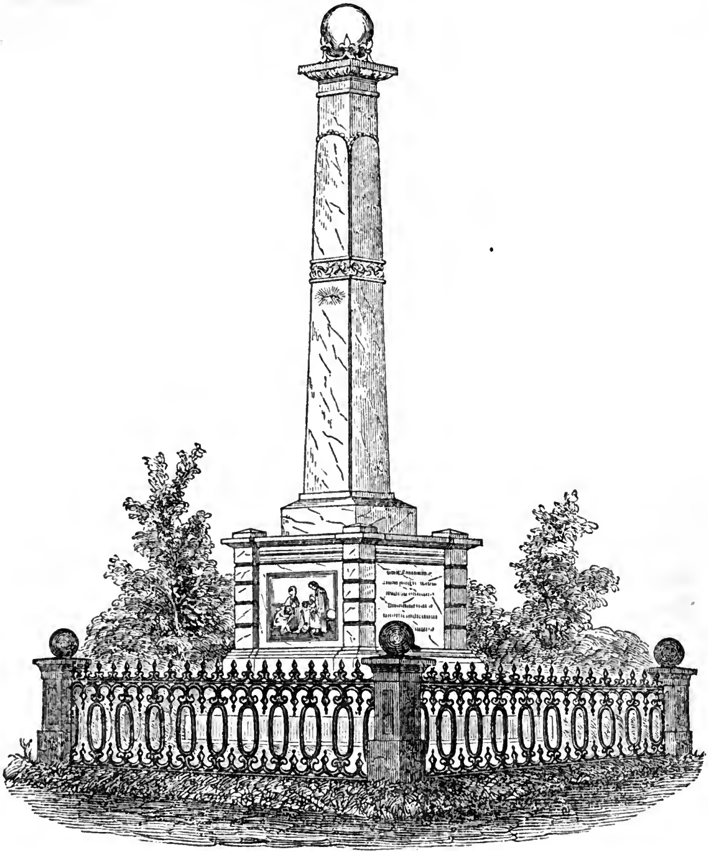
On the north panel, the name GALLAUDET, in the letters of the manual alphabet, is inscribed in bas-relief. On the east panel is the following inscription: —

THOMAS HOPKINS GALLAUDET, LL. D.,
BORN IN PHILADELPHIA,
DECEMBER 10, 1787,
DIED IN HARTFORD,
SEPTEMBER 10, 1851,
AGED SIXTY-FOUR YEARS.

And, on the west panel, is the following: —

ERECTED TO THE MEMORY OF
REV. THOMAS HOPKINS GALLAUDET, LL. D.,
BY THE DEAF AND DUMB
OF THE UNITED STATES,
AS A TESTIMONIAL
OF PROFOUND GRATITUDE
TO THEIR
EARLIEST AND BEST FRIEND
AND BENEFACTOR.

The *die* is surmounted by a *cap*, upon which rests the *base* of the *column*, which is two feet six inches square, the column rising to the height of eleven feet. Upon the south side of the column, surrounded by *radii*, is the Syriac word "Ephphatha,"—that is, "be opened;" which was spoken by our Saviour when he caused the dumb to speak, and the blind to see. The *band* which connects the two blocks of the



main column, is encircled with a wreath of ivy, the type of immortality; and the column itself is crowned with an ornate *capital*, surmounted by a *globe*. The whole height of the monument is twenty feet and six inches. It is inclosed with a handsome iron fence, with granite posts.

The celebration of the completion of the Gallaudet Monument took place on the 26th of September, 1854, by appropriate exercises and addresses. The principal address was by Prof. Laurent Clerc, which embraced a sketch of the life, services, and character of Mr. Gallaudet, and a history and account of the monument. This was followed by remarks from the Mayor of the City of Hartford, Hon. Henry C. Deming, who married a daughter of Prof. Clerc; by Mr. John Carlin,

a deaf mute of New York; by Prof. C. C. W. Gamage, a deaf mute of the New York Institution; by Rev. Thomas Gallaudet, rector of St. Ann's Church, for deaf-mutes, in New York; by Mr. Thomas Brown, of Henniker, N. H.; by John O. David, of Amherst, N. H.; and, by his Excellency, Henry Dutton, Governor of Connecticut.

There were present on that occasion three hundred and ninety deaf mutes whose names were entered, from sixteen different States, and educated in seven different Institutions. The oldest person was sixty-nine years of age, having finished his studies in Paris in 1805. One hundred and fifty of them were married. Forty-five husbands were present with their wives, thirty-one others whose deaf-mute partner was either absent or dead, and twenty-nine whose partner could hear and speak. Of the one hundred and five families represented, seventy-one had children, amounting in all to one hundred and fifty-four. All of these children could hear except eight, and they belonged to five different families. In three of these families there was one hearing and one deaf child; in another, two deaf children; and, in the other, three deaf ones. The parents of these children were all deaf-mutes. About five per cent. of all the children were deaf-mutes, and the same proportion of families had deaf-mute children in them. Of one hundred and ninety-three men present whose occupation was ascertained, one hundred and thirty-five were mechanics, thirty-six farmers, eight teachers, seven artists, four clerks, two laborers and one merchant. From their appearance, the account given of themselves, and information obtained from others, there was good reason to believe that they were supporting themselves and families in a respectable and comfortable manner. The Governor of Connecticut, after having surveyed the assembly from the elevated platform occupied by the orator of the day, said in a few closing remarks, that he had rarely addressed an audience of equal size, exhibiting the appearance of superior intelligence and respectability. The meeting will long be remembered by them as a bright day in their calendar. The joyous recognition of old friends after a long separation; the renewal of early friendships; the interchange of sympathy at the recital of past sorrows and trials, of congratulation upon the detail of success and good fortune; and especially the satisfaction expressed and felt by all at seeing the great desire of their hearts so happily accomplished, conspired to make the occasion one of surpassing interest, and one which they will never cease to call up among the bright visions of the past.

Denison Olmsted

DENISON OLMSTED.

DENISON OLMSTED, one of the earliest advocates of special institutions for the professional training of teachers in the United States, and for nearly fifty years a successful teacher, and promoter of education and science, was born in East Hartford, Connecticut, on the 18th of June, 1791. Having lost his father in very early life, his education devolved, from the first, on his surviving parent, who will long be remembered by those who knew her, for her native strength of mind, her soundness of judgment, and her uncommon piety and benevolence. He was early trained to those habits of order, diligence, and perseverance, for which he has been so much distinguished throughout life. About the age of thirteen, he was placed in a country store with a view to the mercantile profession; but he soon showed so strong a taste for science and literature, as to convince his associates that he was destined to higher employments. Even at this early period he became an earnest student of English literature, and made very considerable advances in the elementary mathematics. Nothing could satisfy such a mind but the highest advantages for education; and, with the reluctant consent of his guardian, he resolved, at the age of sixteen, to prepare himself for admission to Yale College. He accordingly commenced his studies in the year 1807; and, with a view to husbanding his limited means, he undertook the care of a public district school. He thus gained those practical views of teaching, and that acquaintance with the youthful mind in its early development, which have made him eminently qualified to prepare text-books in the simplest rudiments, as well as in the higher departments of science, and to take an active part in promoting the interests of general education in our country.

Mr. Olmsted entered Yale College in 1809, under the presidency of Dr. Dwight, then in the maturity of his powers and the hight of his distinguished reputation. He at once took rank among the best scholars of his class—a class distinguished for the eminent men it produced—and graduated with the highest honors of the institution in the autumn of 1813, when he delivered an oration on the "Causes of Intellectual Greatness." He immediately resumed his favorite employment of teaching; and for two years had the charge

of a select school in New London, Connecticut, where he was eminently successful both in discipline and instruction.

In 1815, he was chosen to the tutorship in Yale College—a laborious and responsible office, which he filled, with great acceptance to his pupils and the faculty, for two years, when he accepted the appointment of Professor of Chemistry in the University of North Carolina, remaining at Yale the following year, as a private pupil of Professor Silliman. There, associated with President Caldwell, Professor Elisha Mitchell, Prof. Ethan A. Andrews, and Professor William Hooper, he had the satisfaction of seeing the university take an elevated rank among the higher seminaries of the country. During his connection with the University of North Carolina, he commenced, under the auspices of the legislature, a geological survey of that state, which was the first attempt of the kind in this country.

In 1825, Professor Olmsted was called to the chair of mathematics and natural philosophy in Yale College, which had been filled with eminent success by his classmate, Professor Fisher, who perished in the Albion, on his outward voyage to Europe for scientific improvement, in 1822; and afterward by Professor Dutton. The duties of the two professorships were discharged by him until 1835, when he resigned the chair of mathematics to Professor Anthony D. Stanley, whose genius and attainments in these studies he had helped to foster and mature.

Professor Olmsted is the author of several text-books, originally prepared to meet the wants of his own college classes, but which have taken their place among the standard works of the country. His "*Natural Philosophy*" appeared in 1831, and was followed within a year by the "*School Philosophy*," adapted to academies and high schools; both have had, and still have, a wide circulation—the latter having passed through nearly one hundred editions. In 1839, he published "*Astronomy*" for college classes, which was followed by a compendium under the title of "*School Astronomy*." In 1842, appeared his "*Rudiments of Natural Philosophy and Astronomy*," adapted to pupils in elementary schools, both public and private. This little work has passed through fifty editions, and has been printed in raised letters for the use of institutions for the blind, having been selected by Dr. Howe for its clear, accurate, comprehensive presentation of the fundamental principles of the sciences of which it treats. His "*Letters on Astronomy*" was prepared as a reading-book for the School Library, commenced under the auspices of the Massachusetts Board of Education. It has been used extensively and as a text-book, especially in female seminaries. Professor Olmsted brings

to his preparation of text-books a full and familiar acquaintance with the subjects treated, and a practical knowledge of successful methods of teaching the same.

Professor Olmsted deserves honorable mention in the history of popular education in the United States, for his early and continued advocacy and labors in behalf of improvement in elementary schools. In an oration delivered at the commencement exercises of Yale College, in 1816, on taking his degree of Master of Arts, he took for his subject, "*The State of Education in Connecticut.*" In this address he pointed out "the ignorance and incompetency of schoolmasters" as the primary cause of the low condition of the common schools, and appealed to public and private liberality to establish and support institutions of a higher grade, where a better class of teachers might be trained for the lower schools. To meet a great evil by a special remedy, and at the same time advance the condition of popular education generally, he had already projected the plan of "*An Academy for Schoolmasters.*" We have before us a communication of his, in which he specifies the steps by which he was led to his conception of such a seminary.

"My course as a teacher began with a small district school, when I was seventeen years of age, and while fitting for college. I had there a full opportunity to become acquainted with the state of education as it then existed in our village schools. On leaving college, in 1813, I resumed the profession of teacher (which I have followed ever since,) by taking charge of Union School, at New London. This was a select school, supported by a few of the first families of the place, who desired to obtain for their sons a superior training for business or for college, according to their destination in life. It had been continued for several generations, and had enjoyed the instruction of a series of eminent teachers, among whom were the celebrated Nathan Hale, Hon. Jacob B. Gurley, Ebenezer Learned, Esq., Doctor Jonathan Knight, of the medical department in Yale College, and Prof. Ebenezer Kellogg, of Williams College. The proprietors, desiring to have their sons educated exclusively in that school, after leaving the rudimentary female schools, introduced them at the early age of eight or nine years, and kept them there until they went to business or to college. The number was limited to thirty, but the variety of age, and the different professions in life for which they were destined, occasioned an unusual range of studies. Some were in the spelling book; some in English grammar and geography; some in the languages, from Latin grammar to Virgil's Georgics and Xenophon's Anabasis; and some in different branches of mathematics, from simple arithmetic to algebra, surveying, and navigation. It required the most exact order and method to complete the round of recitations in half a day, and secure, for the whole school, half an hour for penmanship at the close of the forenoon, and half an hour for reading at the close of the afternoon.

I had here full opportunity of comparing the effect of different courses of study upon lads of similar age, and soon discovered a marked difference, in intelligence and capacity, between those who were studying the languages and mathematics preparatory to entering college, and devoted only a small portion of every day to the common rudiments, as English grammar, geography, reading, writing, and spelling, and those who spent all their time in those elementary studies. I was surprised to find that the former excelled the latter even in a knowledge of these very studies; they read better, spelt better, wrote better, and were better versed in grammar and geography. One inference I drew from this observation was, that an extended course of studies, proceeding far beyond the simple rudiments of

an English education, is not inconsistent with acquiring a good knowledge of those rudiments, but is highly favorable to it; since, on account of the superior capacity developed by the higher branches of study, the rudiments may be better learned in less time; and a second inference was, that nothing was wanted in order to raise all our common schools to a far higher level, so as to embrace the elements of English literature, of the natural sciences, and of the mathematics, but competent teachers and the necessary books.

I was hence led to the idea of a 'Seminary for Schoolmasters,' to be established at the expense of the state; where the instruction, at least, should be gratuitous. It was to be under the direction of a principal and an assistant; the principal to be a man of liberal education, of a high order of talent, and an experienced and successful teacher. The assistant was to be well versed in the English branches of education, at least. The course of study was to occupy from one to two years, and candidates were to be admitted only after an approved examination. The pupils were to study and recite whatever they were themselves afterward to teach, partly for the purpose of acquiring a more perfect knowledge of those subjects, and partly of learning from the methods adopted by the principal the best modes of teaching. It was supposed that only a small portion of time would be required to be spent upon the simple rudiments, but that the greater part might be devoted to English grammar and geography, arithmetic, algebra, geometry, and such works as Blair's Rhetoric; studies adapted to improve the taste, and make correct and accomplished writers. Ample instructions also were to be given by the principal on the organization and government of a school.

A class of sixty pupils, sent out from the seminary every year, would in ten years furnish to the village schools a body of able teachers, who would raise the standard of education in the common schools to a level with that of the 'academies,' which were scattered here and there over the state, being designed to afford to the few who could bear the expense, opportunities for learning those higher branches of an English education, which were not attempted at the common schools. Few of the whole number of children, however, enjoyed these superior advantages; but the greater part finished their education at the village schools, with nothing more than reading, spelling, writing, and a little arithmetic. Not even grammar and geography were at that time taught in the common schools.

There was one very encouraging feature in my plan. No sooner would this superior order of schoolmasters commence their labors, than the schools themselves would begin to furnish teachers of a higher order. The schoolmasters previously employed, were for the most part such as had received all their education at the common schools, and could only perpetuate the meager system of beggarly elements which they had learned; but it was obvious that schools, trained in a more extended course of studies, would produce teachers of a corresponding character. Therefore, if we could once start the machine, it would go on by its own momentum.

At the commencement at Yale College, in 1816, when I took my master's degree, I brought the outlines of this plan before the audience, in an oration on the 'State of Education in Connecticut.' I was then a tutor in the college, and zealously engaged in instructing a class; but I did not lose sight of this favorite idea of an 'Academy for Schoolmasters.' I also laid out a scheme for an extended course of newspaper essays, which would fully bring the subject before the public, and took every opportunity to present the plan to individuals of eminence, who were likely to feel interested in the improvement of our common schools, or who had influence in the public councils. Should the proposed essays have the desired effect of arousing public attention to the importance of the plan, I next intended to endeavor to have it brought before the legislature, with the view of securing means for carrying it into immediate execution.

At that moment I unexpectedly received the appointment of Professor of Chemistry in the University of North Carolina. The question was submitted to my friends, whether I should accept the invitation, or remain here and endeavor to carry out my plan for the establishment of a 'Seminary for Schoolmasters.' The slender prospect of interesting the community in the scheme, and the extreme backwardness of our legislature to appropriate funds for the promotion of education, in any other manner than that to which the school fund was exclusively devoted, led me to yield, though very reluctantly, to the advice of my friends, and

accept the appointment from abroad. I had less occasion to regret this decision, since the idea of normal schools was shortly afterward conceived by the Rev. Thomas H. Gallaudet, James G. Carter, Esq., Governor Dewitt Clinton, and others, and brought before the public by them under circumstances so much more favorable than I could have commanded, had I remained to prosecute my favorite enterprise."

As a member of the Board of Commissioners of Common Schools for Connecticut in 1840, Prof. Olmsted, in drafting the annual Report of the Board to the Legislature, thus returns to the subject which first arrested his attention twenty-five years before.

Wherever normal schools have been established and ably sustained, the experiment has uniformly resulted in supplying teachers of a superior order. As in every other art whose principles are reduced to rule, and matured into a system, the learner is not limited to the slow and scanty results of his single, unaided experience, but is at once enriched with the accumulated treasures of all who have labored in the same mine before him. Without such an opportunity, he may be compared to the medical practitioner, who commences his labors without the knowledge of any settled principles of his art, but expects to acquire his knowledge of his profession in the course of his practice. If it is plain that the physician needs, at the commencement of his career, that knowledge of the healing art which contains the embodied experience of those who have gone before him, and carried his profession to the highest degree of excellence, no less does the instructor of a school need the wisdom of his predecessors to guide him, at his first setting out; nor can he any better afford to wait for the slow returns of his own experience. Indeed, there is, in the case of the young teacher, a peculiar need of this wisdom in advance, since the employment is not usually a business for life, but only of a few years at furthest,—a period in itself too short to gain much of the wisdom of experience, and terminated almost as soon as such wisdom begins to be acquired.

The employment of FEMALE TEACHERS to a much greater extent than has hitherto been done, deserves much consideration from the friends of this cause. Heaven has plainly appointed females as the natural instructors of young children, and endowed them with those qualities of mind and disposition which pre-eminently fit them for such a task. Endued with a greater measure of the gentleness so winning and grateful to the feelings of a child, and of the patient forbearance so essential to those who are inculcating the first rudiments of knowledge, their action on the mind and disposition of the child is peculiarly auspicious. Nor, indeed, is the sphere of woman confined to training the minds of pupils in the mere elementary branches; when her own mind is disciplined, and exalted by cultivation, and enriched with knowledge, she exhibits powers of communicating instruction, and indeed all the attributes requisite for teaching and governing a school, no wise inferior to those of the other sex. Experiments, as far as they have gone, encourage the belief that well-educated females may bear a far more extensive and important part in the instruction and government of our common schools than they have hitherto done; that here is to be found the means, so desirable, of a division of labor in schools, when the numbers are too great for one preceptor. A signal relief to the preceptor himself, and no less advantage to the pupils, will result from a separation of the school into two departments, the younger pupils being committed to a female assistant, while older pupils enjoy almost the sole attention of the principal. But if females are to bear so important and extensive a part in the instruction of common schools, provision must also be made for their training in normal schools; and, in the disposition of any funds appropriated to the education of teachers, females, destined for this profession, ought to come in for their due proportion.

In the opinion of the Board, we can not make an adequate provision for the supply of the requisite number of teachers, who shall be at once capable of teaching, in the best manner, all that the pupils of our common schools are capable of learning, and of conducting the order and government of their institutions, according to the most approved methods, without the establishment of NORMAL SCHOOLS, devoted exclusively to the education of teachers, in the principles and practice of

their profession, and guided by men eminent for their talents and practical wisdom. But if it is thought that we are not prepared to erect and sustain Seminaries of this independent and elevated descripiton, the Board would suggest the expediency of commencing the work of educating teachers on a limited scale, by connecting a department for this purpose, with some of the existing academies in different sections of the State. A small amount of funds, judiciously expended in the modes indicated by the Secretary in his Report, would, in the opinion of the Board, accomplish a great, immediate good in improving the qualifications of our common school teachers.

Professor Olmsted has been one of the few teachers in our higher seminaries of learning, who have assisted, from the start, by their presence and co-operation the efforts of the friends of common schools and popular education. His sympathies have been with those who have labored for the improvement of the schools of his native state prior to 1826, down to the present time. In 1838, he delivered a lecture before the American Institute of Instruction on the *School System of Connecticut*, in which, after an interval of nearly a quarter of a century, he points again to the absence of an institution for the education of teachers as the great defect in the school system of the state. In 1845, before the same association, he drew the *Ideal of a Perfect Teacher.* Thorough, accurate, and comprehensive knowledge,—high religious character, deep enthusiastic love of his work and faith in its results, a strong and clear intellect, a lively imagination, good taste and good manners constitute the indispensable elements of a teacher of the people. He has responded cheerfully to the call of the Superintendent of Common Schools to address Teachers' Institutes and Teachers' Associations, and has repeatedly lectured in the Hall of the House of Representatives, during the session of the Legislature, when any action was to be had in either branch concerning common schools. He has availed himself at all times of the lyceum and the popular lecture, as well as of the daily press, to apply the principles of science to the explanation of extraordinary phenomena of meteorology and astronomy, as well as to the advancement of domestic comfort and popular improvement generally. In an Essay read before the American Association for the Advancement of Education, at New York in 1855, he showed, in a felicitous manner, that the whole drift and tendency of science in its inventions and institutions is democratic.

His more elaborate scientific papers have appeared in the "*American Journal of Science*," the "*Transactions of the American Association for the Advancement of Science*," and the "*Smithsonian Contributions.*" He has also been a frequent contributor to the "*Christian Spectator*," and the "*New Englander.*"

JOHN SARTAIN, Sc.

Emma Willard

EDUCATIONAL SERVICES OF MRS. EMMA WILLARD.

By Prof. HENRY FOWLER, Rochester University, N. Y.

MRS. WILLARD was born Feb. 23d, 1787, in the Worthington parish of Berlin, Connecticut. She is of pure English blood, of the good old Puritan stock. Her father, SAMUEL HART, was descended from Thomas Hooker, one of the founders of Connecticut. Her mother was Lydia Hinsdale, of a family of marked ability and excellence.

Samuel Hart, Mrs. Willard's father, being an only son, was designed for a liberal profession, and was nearly fitted for college when his father died, and left the care of his mother, sisters, and the farm upon his young shoulders. He bravely undertook the burden and bore it manfully ; indeed, with such success that its weight seemed to his strong nature to bear too lightly, and to need at the age of nineteen the addition of a wife.

At the age of thirty-three, he was left a widower with six children, and he had lost one in its infancy. He had already become a light in the church and a pillar in the State. In a little more than a year he was married to the mother of Mrs. Willard, ten years younger than himself, who bore him ten children. Of the seventeen, thirteen reached mature life.

The father and mother resembled each other in their puritan piety, honesty and sincerity, which knew no guile,—and in their Christian benevolence, which seemed to discern no difference among the needy creatures of the one Father; and thus they passed their many days in an unbroken harmony, which the stern pressure of incessant labors could not chafe, nor increasing cares, nor sickness, nor bending years, do aught but strengthen. Yet they were in leading characteristics strikingly different, and theirs was the happy union of opposites, which round out the complete ONE. She was practical, quietly executive, severely but unwaveringly industrious ; and although well educated for her day, and tenderly reared, and excelling in all the delicate fabrics of the needle, she had in full perfection the New-England trait of making much out of little, and a little out of nothing. She had the true economy, not of selfish hoarding, but of industriously producing, carefully preserving and wisely distributing. As an instance, on sorting the wool, as was the women's part, after the shearing in

the spring—when the best portion had been laid aside as material for the father's clothes, the second best selected for other "men's wear," the third best for the "women's wear," then family flannel and blanketing were to be provided for, and afterwards coarse remnants laid aside for mops. There yet remained scattered tags and burred clippings;—to be burnt? No, not so. They were gathered by themselves, and her little girls, "Nancy and Emma," were quietly told by their mother that they might take their baskets, when their work was done, and carry it to the pasture field (where they loved to go), and scatter it upon the bushes which grew around the pond, so that the birds might find it to build their nests with. Thoughtful loving woman!—sublime in that charity which embraces all the creatures of God. "Gather up the fragments that nothing be lost," she had read as the words of her loved Master, and in imitation of Him, she "considered the fowls of the air which your Heavenly Father feedeth." And it is this same wise bestowal of the fragments, in imitation of the mother by the daughter, which has made the Troy Seminary a source of daily support and comfort, through many years, to outside poor, numbering at times many families.*

And it was this true economy which enabled the mother, in spite of the smallness of an income whose limits were inversely proportioned to the size of her family, always to exercise with cordial welcome and in unrestricted measure, the sacred rites of a New-England hospitality; and besides, always to have one or more old persons in the home to be cared for, nursed and cheered, and sometimes to be supported; at one time her husband's mother, then her own parents, afterwards a brother, poor and diseased, and once a disabled soldier. Hospitality is a pleasant luxury when one's bell-call is answered by trained servants, when the house purse is never lean, and the keys always turn upon a bounteous larder; but when the mistress of the home (assisted perhaps indeed by her daughters), is not only the entertainer, but also her own cook, baker, dairy-maid, and laundress; nay more, the carder of the wool for her husband's clothes, the hatcheler of the flax for the table linen, the motive power of the wheel which spins, and of the loom which weaves—then hospitality rises out of a pleasant luxury into a Christian virtue, almost sublime.

The father's tastes were always literary and scientific. The brief life in boyhood had quickened in him an earnest love of

* "That Seminary will never burn," said once a faithful Irish domestic. "Too much good has been done from it to the poor."

knowledge, and his inquiring spirit was ever seeking its appropriate life in the midst of books and writing. In the winter's evening he was in the habit of gathering with wife and daughters around the ample fire-place, and reading to them—history, travels, metaphysics—even Locke and Berkley; poetry—Milton, Thompson, Young; some fiction of the best—their pleasure only surpassed by his; reading, interspersed with curious questions, anecdotes, lively discussions, and happy repartee; for independent opinions, and their brave maintenance, was the order of the household.

It was well for the father that he and his family were happy at home, for he had cut himself and them from sources of wealth and honor, which his talents might have obtained. Soon after his second marriage, Captain Hart had been compelled to sacrifice influence and worldly prospects to his honest defence, against what he esteemed bigotry and persecution. Two of his neighbors, Gideon Williams and Nathaniel Cole, could not conscientiously pay for the preaching of the place, and became "separatists." At that time the tax for the support of the minister was assessed and collected like the tax for the support of the officers of the state, and the refusal of those men to pay resulted in their imprisonment in the Hartford jail. Captain Hart was troubled at this severe exercise of power, especially as he was the church treasurer, and the warrants for arrest were issued in his name.

He therefore called a society meeting, advocated toleration, but was sustained in his views by only one vote besides his own. He immediately resigned his office, withdrew from the church, paid the taxes and charges against Williams and Cole, although he could ill afford to do it, and released them from prison. Manifold were the dealings, private and public, to restore the protesting offender to the bosom of the church. Pathetic appeals alternated with threats. One of the prominent men in one of these conversations with Captain Hart, said, "You must not leave us. We cannot spare you. Without your abilities to direct us, what can we do?" "Mr. Webster," replied he, "there are two things in religion which I despise; the one is force, and the other flattery."

Desirable offices were forthwith resigned, or barred. He had represented the town; and perhaps there was no man of his age in the State, more in the high road to preferment.

It was the independence of character thus acquired, the love of knowledge thus imparted by the father, united to this energetic economy, thus enforced by the mother, which has given the daughter a capacity to establish and perfect an institution, whose success depended equally upon self-reliance, intellectual inspiration, and

executive ability. To these should be added another element of success—physical health, and a firm constitution, which Mrs. Willard and her sister, Mrs. Phelps, inherited from their parents as the best of legacies.

EARLY EDUCATION.

An account of Mrs. Willard's early education, we are able to present from a sketch by herself:—

"In my childhood I attended the district school, but mostly from causes already related, none of my teachers so understood me as to awaken my powers or gain much influence over me. My father, happily for his children, left to his own family, used to teach us of evenings, and read aloud to us; and in this way I became interested in books and a voracious reader. A village library supplied me with such books as Plutarch's Lives, Rollins' Ancient History, Gibbon's Rome, many books of travels, and the most celebrated of the British poets and essayists.

Near the close of my fifteenth year, a new academy was opened about three-quarters of a mile from my father's house, of which Thomas Miner, a graduate, and once a tutor of Yale College, was the Principal, afterwards well known as an eminent physician president of the State Medical Society, and one of the most learned men of our country. Before the opening of the Academy, my mother's children had each received a small dividend from the estate of a deceased brother. My sister Nancy* determined, as our parents approved, to spend this in being taught at the new school; but having at that time a special desire to make a visit among my married brothers and sisters in Kensington, (whose children were of my own age), I stood one evening, candle in hand, and made to my parents, who had retired for the night, what they considered a most sensible oration, on the folly of people's seeking to be educated above their means and prescribed duties in life. So Nancy went to school, and I to Kensington. A fortnight after, one Friday evening, I returned. Nancy showed

‡ Mrs. Almira Lincoln Phelps is the younger sister of Mrs. Willard, the seventeenth and last child of Samuel Hart. She is widely known as the author of Mrs. Lincoln's Botany, and of Mrs. Phelp's Chemistry, and she was also the Principal of the Patapsco Female Institute, of Maryland, which, under her presidency, was a younger relative and harmonious competitor of the Troy Seminary; the system modified, however, by the commanding talents of the Principal, as times and circumstances required. Mrs. Phelps is a woman of remarkable energies and accomplishments, and has been greatly successful both as an author and teacher.

* The late Mrs. Nancy Simmons, of New Philadelphia, Ohio.

me her books and told me of her lessons. 'Mother,' said I, 'I am going to school to-morrow.' 'Why, I thought you had made up your mind not to be educated, and besides, your clothes are not in order, and it will appear odd for you to enter school Saturday.' But Saturday morning I went, and received my lessons in Webster's Grammar and Morse's Geography. Mr. Miner was to hear me recite by myself until I overtook the class, in which were a dozen fine girls, including my elder sister. Monday, Mr. Miner called on me to recite. He began with Webster's Grammar, went on and on, and still as he questioned received from me a ready answer, until he said, 'I will hear the remainder of your lesson to-morrow.' The same thing occurred with the Geography lesson. I was pleased, and thought, 'you never shall get to the end of my lesson.' That hard chapter on the planets, with their diameters, distances, and periodic revolutions, was among the first of Morse's Geography. The evening I wished to learn it, my sister Lydia* had a party. The house was full of bustle, and above all rose the song-singing, which always fascinated me. The moon was at the full, and snow was on the ground. I wrapt my cloak around me, and out of doors of a cold winter evening, seated on a horse-block, I learned that lesson. Lessons so learnt are not easily forgotten. The third day Mr. Miner admitted me to my sister's class. He used to require daily compositions. I never failed, the only one of my class who did not; but I also improved the opportunities which these afforded, to pay him off for any criticism by which he had (intentionaally though indirectly) hit me,—with some parody or rhyme, at which, though sometimes pointed enough, Mr. Miner would heartily laugh,—never forgetting, however, at some time or other, to retort with interest. Thus my mind was stimulated, and my progress rapid. For two successive years, 1802–3, I enjoyed the advantages of Dr. Miner's school, and I believe that no better instruction was given to girls in any school, at that time, in our country.

My life at this time was much influenced by an attachment I formed with Mrs. Peck, a lady of forty, although I was only fifteen. When we were first thrown together, it was for several days, and she treated me not as a child, but an equal—confiding to me much of that secret history which every heart sacredly cherishes; and I, on my part, opened to her my whole inner life, my secret feelings, anxieties and aspirations. Early in the spring of 1804, when I had just passed seventeen, Mrs. Peck proposed

*Afterwards Mrs. Elisha Treat.

that a children's school in the village, should be put into my hands.

The school-house was situated in Worthington street, on the great Hartford and New Haven turnpike; and was surrounded on the other three sides by a mulberry grove, towards which the windows were in summer kept open.

At nine o'clock, on that first morning, I seated myself among the children to begin a profession which I little thought was to last with slight interruption for forty years. That morning was the longest of my life. I began my work by trying to discover the several capacities and degrees of advancement of the children, so as to arrange them in classes; but they having been, under my predecessor, accustomed to the greatest license, would, at their option, go to the street door to look at a passing carriage, or stepping on to a bench in the rear, dash out of a window, and take a lively turn in the mulberry grove. Talking did no good. Reasoning and pathetic appeals were alike unavailing. Thus the morning slowly wore away. At noon I explained this first great perplexity of my teacher-life to my friend Mrs. Peck, who decidedly advised sound and summary chastisement. 'I cannot,' I replied; 'I never struck a child in my life.' 'It is,' she said, 'the only way, and you must.' I left her for the afternoon school with a heavy heart, still hoping I might find some way of avoiding what I could not deliberately resolve to do. I found the school a scene of uproar and confusion, which I vainly endeavored to quell. Just then, Jesse Peck, my friend's little son, entered with a bundle of five nice rods. As he laid them on the table before me, my courage rose; and, in the temporary silence which ensued, I laid down a few laws, the breaking of which would be followed with immediate chastisement. For a few moments the children were silent; but they had been used to threatening, and soon a boy rose from his seat, and, as he was stepping to the door, I took one of the sticks and gave him a moderate flogging; then with a grip upon his arm which made him feel that I was in earnest, put him into his seat. Hoping to make this chastisement answer for the whole school, I then told them in the most endearing manner I could command, that I was there to do them good—to make them such fine boys and girls that their parents and friends would be delighted with them, and they be growing up happy and useful; but in order to this I must and would have their obedience. If I had occasion to punish again it would be more and more severely, until they yielded, and were trying to be

good. But the children still lacked faith in my words, and if my recollection serves me, I spent most of the afternoon in alternate whippings and exhortations, the former always increasing in intensity, until at last, finding the difference between capricious anger and steadfast determination, they submitted. This was the first and last of corporeal punishment in that school. The next morning, and ever after, I had docile and orderly scholars. I was careful duly to send them out for recreation, to make their studies pleasant and interesting, and to praise them when they did well, and mention to their parents their good behavior.

Our school was soon the admiration of the neighborhood. Some of the literati of the region heard of the marvelous progress the children made, and of classes formed* and instruction given in higher branches; and coming to visit us, they encouraged me in my school, and gave me valuable commendation.

At the close of this summer school, I determined to seek abroad advantages, especially in drawing and painting, with reference to future teaching. The two only remaining sons of my mother had become merchants in Petersburg, Virginia, and were able and willing to furnish assistance to their younger sisters, and also to relieve our parents from the dread of indebtedness, which at one time their utmost exertions could scarcely keep from crossing the domestic threshold."

The way was thus opened for Miss Hart's attendance upon a school at Hartford. The few following years of alternate teaching and attending the schools of Mrs. Royce and the Misses Pattens of Hartford, we have not now time to note minutely. They were characterized by unforeseen difficulties overcome, unsuspected energies developed, and highly prized friendships created; Providence as usual helping the self-helpful.

The solicitation to take charge of the Berlin school, where school days had been enjoyed under Dr. Miner, was a gratifying circumstance, and the successful management of that school for a year and a half, no less so. It was while in charge of this school, in the spring of 1807, just after she had passed her twentieth birthday, that Miss Hart was invited to teach in three other states. Westfield, Massachusetts; Middlebury, Vermont, and Hudson, New York. Each proposal was a good one. The proximity of Westfield to home was the deciding attraction.

Here Miss Hart found herself very pleasantly situated, as female assistant in the academy which has so long sustained so good a

* In one of these was Mrs. Willard's youngest sister, now Mrs. Phelps.

reputation,—and soon won the esteem and affection of her pupils and the excellent inhabitants of Westfield. But her labors were hardly equal to her capacity or ambition, and therefore she accepted a second call to Middlebury, to take the entire charge of its female school. The trustees of Westfield academy reluctantly gave their consent to her leaving.* In the summer of 1807, Miss Hart commenced her labors at Middlebury. For one year the school was a brilliant success, when some denominational jealousy, spiced perhaps by some personal envy, bore fruit in a combination to break down the school. The effort marred for a while without permanently injuring; while it caused a good deal of personal suffering, it insured the vigorous support of strong friends,—and especially rallied to her defense a gentleman of leading position, hitherto unknown to her, who not many months after persuaded the successful schoolmistress, at the age of twenty-two, to become the presiding genius of his home and heart. Dr. John Willard was at that time a prominent politician of the Republican party, being marshall of the state of Vermont, under Jefferson's administration, and supervisor of the direct tax at that time laid by the general government. Not only his personal character but also his profession and his politics attracted, for she had always a taste for the study of physiology, and had improved by the society of eminent physicians of Connecticut; † and she was from a child noted for interesting herself in the politics of the day, being strongly allied by sympathy and association with the Republican party, who were opposed to her father's persecutors and opponents. The connection proved a happy one. She was ever the devoted and honoring wife, and he the considerate, faithful, and proud husband. He was always thoroughly interested in his wife's educational enterprises, and also in her scientific investigations, and materially aided her by his practical good sense and wide experience. Nothing was undertaken by her without his approbation, and while he lived he was the entire manager of the financial concerns of the family and school.

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* The ensuing spring the trustees requested her to return to Westfield, saying she might as to salary make her own terms.

† Besides her teacher, Dr. Miner, with whom she corresponded, and who felt great pride in her school at Troy, which he visited, (telling on one occasion most facetiously what the old sexton said when the dean's sermon was praised, "but you must remember 'twas I that rung the bell,") — Dr. Sylvester Wells, of Hartford, her first cousin, the firm friend of her youth,—Dr. Wadsworth, of Southington, the father of Nancy Wadsworth, her most intimate school friend; and Dr. Todd,—between whom and herself there existed a friendship which lasted until his death.

THE EDUCATIONAL LIFE OF MRS. WILLARD.

Soon after the marriage, Dr. Willard met with unexpected but severe financial reverses, which determined Mrs. Willard, with his consent, to undertake again the teacher's profession; and in 1814 she opened a boarding school. And now we come to what constitutes distinctively the educational life of Mrs. Willard.

Previous experiences, experiments, efforts, trials, and successes, had been but the training for this life, not the life itself. Her teaching at Berlin, Westfield, Middlebury, were like the society debates of the student, only preparation to the real debates in the Court House or the Capitol. She had tested her powers; she had determined and remedied some of her deficiencies; she had made choice of principles and methods, and modes, which seemed best adapted to develop, control, discipline, encourage. She had entered upon spheres of acquisition; she had originated some new schemes for instruction, and had, to some extent, experimented and experimented with success; and she had felt the first glow of that enthusiasm in education, which has now to pervade her being and mould her life. The creative genius had already been at work, but it was only fitful and tentative; now it has to labor steadily, undeviatingly, successfully. The day of experiments and of training, gives place to the day of results and of triumphs;—a great cause inspires effort, and consecration is the forming power of her life—consecration to the great cause of female education.

It is a pleasure to be able to present a sketch of the development of Mrs. Willard's educational life in her own words, taken from a record made for a friend, in 1841.

"When I began my boarding school in Middlebury, in 1814, my leading motive was to relieve my husband from financial difficulties. I had also the further object of keeping a better school than those about me; but it was not until a year or two after, that I formed the design of effecting an important change in education, by the introduction of a grade of schools for women, higher than any heretofore known. My neighborhood to Middlebury College, made me bitterly feel the disparity in educational facilities between the two sexes; and I hoped that if the matter was once set before the men as legislators, they would be ready to correct the error. The idea that such a thing might possibly be effected by my means, seemed so presumptuous that I hesitated to entertain it, and for a short time concealed it even from my husband, although I knew that he sympathized in my general views. I began to write (be-

cause I could thus best arrange my ideas,) 'an address to the—— Legislature, proposing a plan for improving Female Education.' It was not till two years after that I filled up the blank. No one knew of my writing it, except my husband, until a year after it was completed, (1816) for I knew that I should be regarded as visionary, almost to insanity, should I utter the expectations which I secretly entertained in connection with it. But it was not merely on the strength of my arguments that I relied. I determined to inform myself, and increase my personal influence and fame as a teacher; calculating that in this way I might be sought for in other places, where influential men would carry my project before some legislature, for the sake of obtaining a good school.

My exertions meanwhile, became unremitted and intense. My school grew to seventy pupils. I spent from ten to twelve hours a day in teaching, and on extraordinary occasions, as preparing for examination, fifteen; besides, always having under investigation some one new subject which, as I studied, I simultaneously taught to a class of my ablest pupils. Hence every new term some new study was introduced; and in all their studies, my pupils were very thoroughly trained. In classing my school for the term of study, which was then about three months, I gave to each her course, (being careful not to give too much) with the certain expectation, that she must be examined on it at the close of the term. Then I was wont to consider that my first duty as a teacher, required of me that I should labor to make my pupils by explanation and illustration *understand* their subject, and get them warmed into it, by making them see its beauties and its advantages. During this first part of the process, I talked much more than the pupils were required to do, keeping their attention awake by frequent questions, requiring short answers from the whole class,—for it was ever my maxim, if attention fails, the teacher fails. Then in the *second* stage of my teaching, I made each scholar recite, in order that she might *remember*—paying special attention to the meaning of words, and to discern whether the subject was indeed understood without mistake. Then the *third* process was to make the pupil capable of *communicating*.* And doing this in

* This threefold process, in some studies, as the Philosophy of the Mind, of which an entire view should be taken, requires the whole term; in others, as in geography and history, parts may be taken, and the pupils made thorough in each as they go along. In mathematics the three steps of the process are to be gone through with, as the teacher proceeds with every distinct proposition. But still, there will, in every well-instructed class, be this three-fold order prevailing, and

a right manner, was to prepare her for examination. At this time I personally examined all my classes.

This thorough teaching added rapidly to my reputation. Another important feature of a system, thus requiring careful drill and correct enunciation, was manifested by the examinations. The pupils, there acquired character and confidence. Scholars thus instructed were soon capable of teaching; and here were now forming my future teachers; and some were soon capable of aiding me in arranging the new studies, which I was constantly engaged in introducing.

Here I began a series of improvements in geography—separating and first teaching what could be learned from maps—then treating the various subjects of population, extent, length of rivers, &c., by comparing country with country, river with river, and city with city,—making out with the assistance of my pupils, those tables which afterwards appeared in Woodbridge and Willard's Geographies. Here also began improvements in educational history. Moral Philosophy came next, with Paley for the author, and Miss Hemingway for the first scholar; and then the Philosophy of the Mind—Locke the author, and the first scholars, Eliza Henshaw, Katharine Battey, and Minerva Shipherd.

The professors of the college attended my examinations; although I was by the President advised, that it would not be becoming in me, nor be a safe precedent, if I should attend theirs. So, as I had no teacher in learning my new studies, I had no model in teaching, or examining them. But I had full faith in the clear conclusions of my own mind. I knew that nothing could be truer than truth; and hence I fearlessly brought to examination, before the learned, the classes, to which had been taught the studies I had just acquired.

I soon began to have invitations to go from Middlebury. Gov. VanNess, wishing me to go to Burlington, I opened my views to him. The college buildings were then nearly vacant, and some steps were taken towards using them for a Female Seminary, of which I was to be Principal, but the negotiations failed. In the spring of 1818, I had five pupils from Waterford, of the best families. On looking over the map of the United States, to see where would be the best geographical location for the projected institu-

during the term, requiring a beginning, a middle, and an end; the first of the term being mostly devoted to teaching, and the middle to reciting, and the last to acquiring a correct manner of communicating.

tion, I had fixed my mind on the State of New York, and thought, that the best place would be somewhere in the vicinity of the head of navigation on the Hudson. Hence, the coming of the Waterford pupils I regarded as an important event. I presented my views to Gen. Van Schornhoven, the father (by adoption,) of one of my pupils,—who was interested, and proposed to show my manuscript to the Hon. J. Cramer, of Waterford, and to De Witt Clinton, then Governor of New York; and if they approved it, then the "Plan" might go before the legislature with some chance of success. Thereupon I copied the manuscript with due regard to manner and chirography; having already rewritten it some seven times, and thrown out about three quarters of what it first contained—then sent it to Gov. Clinton with the following letter:*

To his Excellency, De Witt Clinton,—

SIR,—Mr. Southwick will present to you a manuscript, containing a plan for improving the education of females, by instituting public seminaries for their use. Its authoress has presumed to offer it to your Excellency, because she believed you would consider the subject as worthy of your attention, and because she wished to submit her scheme to those exalted characters, whose guide is reason, and whose objects are the happiness and improvement of mankind; and among these characters where can plans to promote those objects hope for countenance, if not from Mr. Clinton.

The manuscript is addressed to a legislature, although not intended for present publication. The authoress believed she could communicate her ideas with less circumlocution in this than in any other manner; and besides, should the approbation of distinguished citizens, in any of the larger and wealthier states, give hopes that such an application would be attended with success, a publication might then be proper, and the manuscript would need less alteration.

Possibly your Excellency may consider this plan as better deserving your attention, to know that its authoress is not a visionary enthusiast, who has speculated in solitude without practical knowledge of her subject. For ten years she has been intimately conversant with female schools, and nearly all of that time she has herself been a preceptress. Nor has she written for the sake of writing, but merely to communicate a plan of which she fully believes that it is practicable; that, if realized, it would form a new and happy era in the history of her sex, and if of her sex, why not of her country, and of mankind? Nor would she shrink from any trial of this faith; for such is her conviction of the utility of her scheme, that could its execution be forwarded, by any exertion or any sacrifice of her own, neither the love of domestic ease, or the dread of responsibility, would prevent her embarking her reputation on its success.

If Mr. Clinton should not view this plan as its authoress hopes he may, but should think the time devoted to its perusal was sacrificed, let him not consider its presentation to him as the intrusion of an individual ignorant of the worth of his time, and the importance of his high avocations, but as the enthusiasm of a projector, misjudging of her project, and overrating its value.

With sentiments of the deepest respect, I am, Sir,

Your Obedient Servant,

MIDDLEBURY, VT., February 5, 1818. EMMA WILLARD.

* We would observe, at this point, that the chirography of Mrs. Willard's letter, a copy of which now lies before us, is exquisitely neat, and boldly distinct. One element in her success, has been, no doubt, her beautiful penmanship, inherited from her father and carefully cultivated, as important to her educational objects.

"This treatise," says Mrs. Willard, "is in reality the foundation of the Troy seminary. It will not be thought surprising that I awaited with intense feeling Gov. Clinton's reply. It came before I expected it, expressing his accordance with my views in his happiest manner. His message to the legislature soon followed, in which, referring to my "Plan," (though not by its title or author's name,) he recommended legislative action in behalf of a cause heretofore wholly neglected. The Waterford gentlemen had made Gov. Clinton's opinion their guiding light. They were to present my "Plan" to the legislature; and advised that Dr. Willard and myself should spend a few weeks in Albany during the session, which we did. The Governor and many of his friends called on us; and I read my manuscript several times by special request to different influential members; and once to a considerable assemblage. The affair would have gone off by acclamation, could immediate action have been had. As it was, an act was passed incorporating the institution at Waterford; and another, to give to female academies a share of the literature fund. This law, the first whose sole object was to improve female education, is in force, and is the same by which female academies in the state now receive public money.

In the spring of 1819, the removal of the school to Waterford was effected, with all the teachers and part of the boarding pupils; thus preserving the identity of the school, which had only an ordinary vacation between its close at Middlebury and its commencement at Waterford. The "Plan," meanwhile, was published under the title of "An Address to the Public, particularly to the Legislature of New York, proposing a Plan for Improving Female Education."

THE PLAN.

This address is introduced by a compact statement of the importance of a thorough education of women, and an appeal to the legislature to found and endow a seminary for their use, since this cannot be effected by individual exertion. Then comes the declaration of what have ever been Mrs. Willard's views on the different duties and destination of the two sexes; and consequently that each should have their different and distinct systems of education; as follows:

The idea of a college for males, will naturally be associated with that of a seminary, instituted and endowed by the public; and the absurdity of sending ladies to college, may, at first thought, strike every one, to whom this subject shall be proposed. I therefore hasten to observe, that the sem-

inary here recommended, will be as different from those appropriated to the other sex, as the female character and duties are from the male. The business of the husbandman is not to waste his endeavors in seeking to make his orchard attain the strength and majesty of his forest, but to rear each to the perfection of its nature.

That the improvement of female education will be considered by our enlightened citizens as a subject of importance, the liberality with which they part with their property to educate their daughters, is a sufficient evidence; and why should they not, when assembled in the legislature, act in concert to effect a noble object, which, though dear to them individually, cannot be accomplished by their unconnected exertions.

If the improvement of the American female character, and that alone, could be effected by public liberality, employed in giving better means of instruction; such improvement of one half of society, and that half which barbarous and despotic nations have ever degraded, would of itself be an object, worthy of the most liberal government on earth; but if the female character be raised, it must inevitably raise that of the other sex; and thus does the plan proposed, offer, as the object of legislative bounty, to elevate the whole character of the community.

As evidence that this statement does not exaggerate the female influence in society, our sex need but be considered in the single relation of mothers. In this character, we have the charge of the whole mass of individuals, who are to compose the succeeding generation; during that period of youth, when the pliant mind takes any direction, to which it is steadily guided by a forming hand. How important a power is given by this charge! yet, little do too many of my sex know how, either to appreciate or improve it. Unprovided with the means of acquiring that knowledge which flows liberally to the other sex,—having our time of education devoted to frivolous acquirements, how should we understand the nature of the mind, so as to be aware of the importance of those early impressions which we make upon the minds of our children? or how should we be able to form enlarged and correct views, either of the character to which we ought to mould them, or of the means most proper to form them aright?

Considered in this point of view, were the interests of male education alone to be consulted, that of females becomes of sufficient importance to engage the public attention. Would we rear the human plant to its perfection, we must first fertilize the soil which produces it. If it acquire its first bent and texture upon a barren plain, it will avail comparatively little should it be afterwards transplanted to a garden.

Four topics are next thoroughly discussed—

1. The defects of the present mode of female education.

2. The principles by which education should be regulated.

3. The plan of a female seminary.

4. The benefits which society would receive from such seminaries.

Under the first head the defects of existing schools for women are stated to be—

1. They are temporary institutions formed by individuals, whose object is present emolument.

2. These individuals cannot afford suitable accommodations, nor sufficient apparatus and libraries, &c.

3. Neither do they, or can they, provide a sufficiency of instructors either in number or capacity.

4. In such schools a system of classification is not, and cannot be carried out.

5. It is for the interest of such schools to teach showy accomplishments, instead of solid and useful learning.

6. The teachers are accountable to no particular persons or board of trustees, and hence the public are sometimes imposed upon by incompetent, unworthy or dishonest individuals.

7. In these schools, thus independent of supervision, absurd regulations, improper exactions, and unfaithful negligence, pass unquestioned.

Under the second head, Mrs. Willard remarks that,—

Studies and employments should, therefore, be selected from one or both of the following considerations; either because they are peculiarly fitted to improve the faculties; or, because they are such as the pupil will most probably have occasion to practise in future life.

These are the principles on which systems of male education are founded, but female education has not yet been systematized. Chance and confusion reign here.

Education should seek to bring its subjects to the perfection of their moral, intellectual and physical nature; in order that they may be of the greatest possible use to themselves and others: or, to use a different expression, that they may be the means of the greatest possible happiness of which they are capable, both as to what they enjoy, and what they communicate.

Those youth have the surest chance of enjoying and communicating happiness, who are best qualified, both by internal dispositions and external habits, to perform with readiness those duties which their future life will most probably give them occasion to practise.

Not only has there been a want of system concerning female education, but much of what has been done has proceeded upon mistaken principles.

One of these is, that without a regard to the different periods of life proportionate to their importance, the education of females has been too exclusively directed to fit them for displaying to advantage the charms of youth and beauty. Though it may be proper to adorn this period of life, yet it is incomparably more important to prepare for the serious duties of maturer years. Though well to decorate the blossom, it is far better to prepare for the harvest. In the vegetable creation nature seems but to sport when she embellishes the flower, while all her serious cares are directed to perfect the fruit.

Another error is, that it has been made the first object in educating our sex, to prepare them to please the other. But reason and religion teach that we too are primary existencies, that it is for us to move in the orbit of our duty around the Holy Center of perfection, the companions, not the satellites of men; else, instead of shedding around us an influence, that may help to keep them in their proper course, we must accompany them in their wildest deviations.

I would not be understood to insinuate that we are not in particular situations to yield obedience to the other sex. Submission and obedience belong to every being in the universe, except the great Master of the whole. Nor is it a degrading peculiarity to our sex to be under human authority. Whenever one class of human beings derive from another the benefits of support and protection, they must pay its equivalent, obedience. Thus, while we receive these benefits from our parents, we are all, without distinction of sex, under their authority; when we receive them from the government of our country, we must obey our rulers; and when our sex take the obligations of marriage, and receive protection and support from the other, it is reasonable that we too should yield obedience. Yet is neither the child, nor the subject, nor the wife, under human authority, but in subservience to the divine. Our highest responsibility is to God, and our highest interest is to please him; therefore, to secure this interest, should our education be directed.

Neither would I be understood to mean, that our sex should not seek to make themselves agreeable to the other. The error complained of is, that the taste of men, whatever it might happen to be, has been made a standard for the formation of the female character. In whatever we do, it is of the utmost importance that the rule by which we work be perfect. For if otherwise, what is it but to err upon principle? A system of education which leads one class of human beings to consider the approbation of another as their highest object, teaches that the rule of their conduct should be the will of beings imperfect and erring like themselves, rather than the will of God, which is the only standard of perfection.

The essentials of a female seminary are stated to be—

1. A building, with commodious rooms for lodging and recitation, apartments for the reception of apparatus, and for the accommodation of the domestic department.

2. A library, containing books on the various subjects in which the pupils were to receive instruction, musical instruments, some good paintings to form the taste and serve as models for the execution of those who were to be instructed in that art, maps, globes, and a small collection of philosophical apparatus.

3. A judicious board of trust.

4. Suitable instruction; first, moral and religious; second, literary; third, domestic; and fourth, ornamental.

In this part of the address the importance of education in natural, mental, and moral philosophy, is forcibly put.—Of systematic instruction in housewifery, Mrs. Willard says;—

It is believed that housewifery might be greatly improved by being taught, not only in practice, but in theory. Why may it not be reduced to a system as well as other arts? There are right ways of performing its various operations, and there are reasons why those ways are right; and why may not rules be formed, their reasons collected, and the whole be digested into a system to guide the learner's practice?

It is obvious that theory alone can never make a good artist; and it is equally obvious that practice, unaided by theory, can never correct errors, but must establish them. If I should perform anything in a wrong manner all my life, and teach my children to perform it in the same manner, still, through my life and theirs, it would be wrong. Without alteration there can be no improvement; but how are we to alter so as to improve, if we are ignorant of the principles of our art, with which we should compare our practice, and by which we should regulate it?

4. The ORNAMENTAL branches, which I should recommend for a female seminary, are drawing and painting, elegant penmanship, music, and the grace of motion. Needle-work is not here mentioned. The best style of useful needle-work should either be taught in the domestic department, or made a qualification for entrance.

Under this head we call the attention of parents to the following admirable statement in regard to the fine arts:—

"It has been doubted, whether painting and music should be taught to young ladies, because much time is requisite to bring them to any considerable degree of perfection, and they are not immediately useful. Though these objections have weight, yet they are founded on too limited a view of the objects of education. They leave out the important consideration of forming

the character. I should not consider it an essential point, that the music of a lady's piano should rival that of her master's; or that her drawing room should be decorated with her own paintings, rather than those of others; but it is the intrinsic advantage, which she might derive from the refinement of herself, that would induce me to recommend to her, an attention to these elegant pursuits. The harmony of sound, has a tendency to produce a correspondent harmony of soul; and that art, which obliges us to study nature, in order to imitate her, often enkindles the latent spark of taste—of sensibility for her beauties, till it glows to adoration for their author, and a refined love of all his works.

5. There would be needed, for a female, as well as for a male seminary, a system of laws and regulations, so arranged, that both the instructors and pupils would know their duty; and thus, the whole business, move with regularity and uniformity.

The direct rewards or honors, used to stimulate the ambition of students in colleges, are first, the certificate or diploma, which each receives, who passes successfully through the term allotted to his collegiate studies; and secondly, the appointments to perform certain parts in public exhibitions, which are bestowed by the faculty, as rewards for superior scholarship. The first of these modes is admissible into a female seminary; the second is not; as public speaking forms no part of female education. The want of this mode, might, however, be supplied by examinations judiciously conducted. The leisure and inclination of both instructors and scholars, would combine to produce a thorough preparation for these; for neither would have any other public test of the success of their labors. Persons of both sexes would attend. The less entertaining parts, might be enlivened by interludes, where the pupils in painting and music, would display their several improvements. Such examinations, would stimulate the instructors to give their scholars more attention, by which the leading facts and principles of their studies, would be more clearly understood, and better remembered. The ambition excited among the pupils, would operate, without placing the instructors under the necessity of making distinctions among them, which are so apt to be considered as invidious; and which are, in our male seminaries, such fruitful sources of disaffection.

When Mrs. Willard introduced the following views on woman s mission as teacher, we are told that they were regarded with no small surprize. Now, that they have been so far wrought out, they may seem common place,—but always just.

Such seminaries would constitute a grade of public education, superior to any yet known in the history of our sex; and through them the lower grades of female instruction might be controlled. The influence of public seminaries, over these, would operate in two ways; first, by requiring certain qualifications for entrance; and secondly, by furnishing instructresses, initiated in their modes of teaching, and imbued with their maxims.

Female seminaries might be expected to have important and happy effects, on common schools in general; and in the manner of operating on these, would probably place the business of teaching children, in hands now nearly useless to society; and take it from those, whose services the state wants in many other ways.

That nature designed for our sex the care of children, she has made manifest, by mental as well as physical indications. She has given us, in a greater degree than men, the gentle arts of insinuation, to soften their minds, and fit them to receive impressions; a greater quickness of invention to vary modes of teaching to different dispositions; and more patience to make repeated efforts. There are many females of ability, to whom the business of instructing children is highly acceptable; and who would devote all their faculties to their occupation. They would have no higher pecuniary object to engage their attention, and their reputation as instructors they would consider as important; whereas, when able and enterprizing men, engage in this business,

they too often consider it, merely as a temporary employment, to further some other object, to the attainment of which, their best thoughts and calculations are all directed. If then women were properly fitted by instruction, they would be likely to teach children better than the other sex; they could afford to do it cheaper; and those men who would otherwise be engaged in this employment, might be at liberty to add to the wealth of the nation, by any of those thousand occupations, from which women are necessarily debarred.

Any one, who has turned his attention to this subject, must be aware, that there is great room for impro ement in the common schools,—both as to the mode of teaching, and the things taught; and what method could be devised so likely to effect this improvement, as to prepare by instruction, a class of individuals, whose interest, leisure, and natural talents, would combine to make them pursue it with ardor."

This passage shows the wide scope of Mrs. Willard's desires, to promote improvement by education; and it foreshadows the part she afterwards took in working out her favorite problem, that children's education is the business of women.

Our design, is next to show by what means she established a Female Seminary according to "The Plan."

LEGISLATIVE EXPERIENCES.—REMOVAL TO TROY.

In the winter of 1819, as we have seen, that the "Plan," of which an abstract has just been given, was presented to the members of the Legislature of New York.

They manifested their approbation by an act of incorporation of the school at Waterford, placing it on the list of academies, and granting it a share of the literature fund; and on a petition, further to encourage the projected improvement, the committee to whom it was referred, reported in its favor the sum of $5,000. But this was so near the close of the session, that the bill failed to pass. Yet so strong were the hopes of the petitioners, from the favorable indications of the past year, that the removal from Middlebury was made in the spring. A large house was rented for two years, and the school was enlarged—in its number of teachers, in its scope and expense. That venerable divine, the Rev. Samuel Blachford, was president of the trustees.

In May, 1821, Dr. and Mrs. Willard (the lease of their buildings at Waterford having expired,) accepted a proposal to remove the school to Troy; the corporation stipulating to provide for its accommodation, the building, which was the beginning of the one it now occupies. The expense of this part of the building, and the ground on which it stands, was $5,865; of this sum the common-council contributed $4,000, and the balance was loaned by individuals. They also appropriated to the use of the school, a plat of ground valued at over $2,000; on all which an annual rent of $400

was paid. This rent, as it accrued, was expended under the direction of the able men who became the trustees of the seminary—and to whom it is much indebted—in the payment of the loan, and in repairs of the building. This was the line of policy afterwards pursued.* As fast as rent became due, it was taken, and sometimes it was anticipated, to add to the convenience, and value of the premises occupied, and when they were thus enlarged, the rent was increased. The fathers of Troy were men of high business capacity, and they gave Mrs. Willard great credit for that element of her character; but generally, they did not much sympathize with her enthusiasm in the cause of her sex. Perhaps they did not believe in it, but erroneously thought if her school gave her fame, and brought her money, she would be satisfied; which the business prosperity of the place, and the cordial good will which always existed between them and her, induced them to wish she might be; and inclined them to do from time to time as much as might be necessary to that object. Some generous spirits there were, however, who appreciated her motives, believed in her work, and aided her in the spirit of her calling. On no occasion was she ever backward to declare her true objects, and to say, that not for wealth or fame, or any selfish advantage, would she thus enslave herself. Indeed her powers could not, for such objects, be brought into such intense action. If the people of Troy would aid her in forming a permanent institution, she could labor among them, and with faith,—but not otherwise.

In 1820, the second year of Mrs. Willard's residence in Waterford, Gov. Clinton, ever true to his pledges and his convictions, recommended, in his message to the legislature, the infant institution in the following language: "While on this important subject of instruction, I cannot omit to call your attention to the Academy for Female Education, which was incorporated last session, at Waterford, and which, under the superintendence of distinguished teachers, has already attained great usefulness and prosperity. As this is the only attempt, ever made in this country, to promote the education of the female sex by the patronage of government; as our first and our best impressions are derived from maternal affec-

* A rage now prevails, of making for education, great and expensive buildings, without much regard to convenience. Mrs. Willard was moderate. She told the trustees, on her arrival at Troy, "I want you to make me a building which will suit my trade; and then I will not complain provided you finish it so that we do not get slivers into our fingers, from rough boards. I expect the life of the school will be in the inside, and not on the out; and when the school wants to grow, you must enlarge its shell."

tion; and as the elevation of the female character is inseparably connected with happiness at home, and respectability abroad, I trust that you will not be deterred by common-place ridicule, from extending your munificence to this meritorious institution."

A bill passed the Senate, granting $2,000, but failed in the House. More than this, the Regents of the University decided that no part of the literature fund could go to the school. This was the more trying, because its expenses, at its outset, were exceeding its income to an alarming degree. Dr. and Mrs. Willard were disappointed, but not discouraged. The "Plan" circulated in different parts of the Union, and every where met the approbation of the wise and the good.* It was also widely circulated in Europe. George Combe, at the height of his fame, published it entire in his Phrenological Journal, and Dr. Dick and others, approved and quoted it. The elder John Adams, Thomas Jefferson, and other distinguished men, expressed their interest in kind and flattering letters to Mrs. Willard; while among those who advocated the claims of the institution before the legislature, appear the names of Livingston, Plummer, Van Buren, Spencer, Sharpe, Ullshoeffer, Powell, Irving and Williams.

In 1821, the trustees of the Academy at Waterford, again petitioned for funds, but in vain; in consequence perhaps of the fact that Gov. Clinton's name was approvingly put forward in the petition, which led some members, in their political animosity, to oppose it.

Therefore, in January, 1823, Dr. and Mrs. Willard presented a second earnest memorial to the legislature for endowment, giving a brief history of the rise and progress of the institution, from its birth at Middlebury, to its maturity at Troy. This memorial again brought the seminary before the public,—its statements aid in understanding its history;—otherwise it was of no avail. Its final rejection was one of the severest trials of Mrs. Willard's life. Her sense of the moral importance of the subject, her fear of financial disaster and personal disgrace in case of failure, her

* The present Judge Campbell, of the U. S. Supreme Court, remembers, says Mrs. Willard, that when his father, the eminent Duncan Campbell, of Georgia, was a member of the State Legislature, he accidentally found a copy of the "Plan" in his office, left there by his clerk, Elijah Burritt, of Connecticut. He was so struck by its justice, and his mind so enkindled by its enthusiasm, that he forthwith presented, and successfully advocated its principles in the legislature of Georgia; in which state a female college has been made. It was, however, placed solely under male superintendence, which greatly marred its usefulness.

sanguine hopes of success, and her zeal in the cause—all served to render rejection an evil almost too heavy to be borne.

Mrs. Willard once wrote about her experience in the following words:—

To have had it decently rejected, would have given me comparatively little pain, but its consideration was delayed and delayed, till finally the session passed away. The malice of open enemies, the advice of false friends, and the neglect of others, placed me in a situation, mortifying in the extreme. I felt it almost to phrenzy,—and even now, though the dream is long past, I cannot recall it without agitation. Could I have died a martyr in the cause, and thus ensured its success, I could have blessed the faggot and hugged the stake. Once I had almost determined to seek permission to go in person before the legislature, and plead at their bar with the living voice, believing that I could throw forth my whole soul in the effort for my sex, and then sink down and die; and thus my death might effect what my life had failed to accomplish. Had the legislature been composed of such men as filled my fancy when I wrote my "Plan," I could have thus hoped in pleading publicly for woman. Yet had such been its character, I should have had no necessity.

It was by the loss of respect for others, that I gained tranquility for myself. Once I was fond of speaking of the legislature as the 'fathers of the state.' Perhaps a vision of a Roman Senate played about my fancy, and mingled with the enthusiastic respect in which I hold the institutions of my country. I knew nothing of the maneuvres of politicians. That winter served to disenchant me. My present impression is that my cause is better rested with the people than with their rulers. I do not regret bringing it before the legislature, because in no other way could it have come so fairly before the public. But when the people shall have become convinced of the justice and expediency of placing the sexes more nearly on an equality, with respect to privileges of education, then legislators will find it their interest to make the proper provision.

THE TROY SEMINARY.

Mrs. Willard, by common consent, now receives the title of "the Founder of the Troy Seminary." But even with her hopeful temperament, she did not believe when she wrote the "Plan," that such a school as she there contemplated, could (as expressed in the first paragraph,) by any possibility, be made by individual exertion. And for its benefits becoming extended, she relied mainly on its excellencies being observed by those who became acquainted with its character and its happy effects upon its pupils. Whoever will take the pains to examine the "Plan" in comparison with the Troy seminary as it exists at this day, will see that it presents advantages for a complete education for women, far superior to those therein contemplated;* and the educational history of the times will show that by means then unthought of, its

* The present condition of the Troy seminary comprises the many improvements made by the present principals, Mr. and Mrs. John H. Willard, as well as those inaugurated by Mrs. Willard, who thinks they should be regarded as joint founders of the institution.

modes of teaching and principles of action, took a spread,* rapid beyond any conception which she at that time formed. These things show the agency of a favorable Providence working with her to accomplish its own designs.

When in the spring of 1821, Mrs. Willard left her incorporated academy at Waterford, and removed to Troy, disappointed in one effort to obtain legislative patronage, but fondly clinging to the hope of what another might produce, what were the wants, which, in founding an institution, were there to be met? They were, first, a suitable building. The means to begin this were now, as we have seen, provided by the corporation of Troy,†—a corps of efficient teachers, which were already partly prepared by the previous training of Mrs. Willard at Middlebury and at Waterford, and imbued with her peculiar methods and maxims. And her first teachers at Troy, except for music, painting, and the languages, and for several years after her residence there, were taught personally by herself, and afterwards by those she instructed. It would have cost thousands to have provided an equal number of educated men to teach the branches taught in the seminary; nor would they have reached minds so little prepared for these studies, as could these teachers who had learned the methods by which Mrs. Willard had reached their own when they also were in the same measure unprepared. After removal to Troy, the process for the first years went on, of new studies learned and taught at the same time.

And here we advert to what Mrs. Willard regards as a leading epoch in female education,—the introduction of the study of the higher mathematics. She regards it as having more than any one thing been the cause of that stronger intellectual power by which the American women have now shown themselves capable of teaching, not only high subjects in the schools, but of investigating new ones, and of managing high schools, as well as those for children. And it may be remarked here, that all Mrs. Wil-

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* Others were working in the field; let their biographies be written, that they also have credit for what they did.

† Mrs. Willard, during her connection with the Troy seminary, never received a cent of public money. In 1837, a portion of the literature fund was first paid to the seminary. By her repeated solicitations, the corporation of Troy then gave to the trustees sufficient of the seminary property to entitle it to go under the authority of the regents. But she gave the money to the trustees. She could then do without it. Like Columbus, she could wear the chains to the end of the journey.

lard had foreseen and expressed in her "Plan" of the advantages of a superior education given to women, as putting the business of teaching common schools into their hands, is already either accomplished or going on to its full completion—a justice to them and a blessing to the community.

What others may have done, Mrs. Willard knows not. She knows that in an enthusiasm for drawing she sought to learn perspective, and finding she could not without geometry, she commenced that study, then being in Middlebury. She said one evening to her husband's nephew, a senior of high standing in college, "John, I am studying geometry. I have gone through twenty-nine propositions of the first book of Euclid. I am delighted with the study, and I see no insurmountable difficulties; but I wish you would take the book and see whether I understand it as you do." The book was looked over, some of the more difficult points discussed, and the learner pronounced correct. And afterwards, while at Waterford, she received some three or four lessons in algebra; but on her teacher confessing that he never could understand why minus into minus produced plus, she encountered that knotty point by herself, and proceeded in the study without further assistance. She does not recollect that otherwise she had any outside help in her course of mathematics. In this independent manner she learned and afterwards taught (one class at a time,) through Euclid, including trigonometry,—Day's Algebra, conic sections, and Enfield's Institutes of Natural Philosophy.*

In teaching these studies, which she commenced by geometry at Waterford,† she considered it fair to take every measure possible to make the pupil understand.‡ In plain geometry, she cut paper triangles with her scissors; and in solids, made havoc with her

* When these acquirements are considered, and how they were made, it would not be strange if they bore some remarkable fruits. Such is Mrs. Willard's astronomy, or astronography, written when past her sixtieth year, containing an original scheme of educational astronomy, and a new theory of the tides.

† Miss Cramer, the daughter of Hon. John Cramer, was the first pupil. Her examination in geometry caused a wonderful excitement. Some said it was all a work of memory, for no woman ever did, or could, understand geometry.

‡ When, in 1854, Mrs. Willard was in London, attending the world's educational convention, Dr. Whewell, in the opening lecture, gave her much pleasure by upholding the principles upon which, regardless of sneers, she had practiced. The Dr. maintained that whatever produced in the mind conviction, was to be regarded as just proof of truth, illustrating by laying over an inclined plane an iron chain, which showed that as much shorter as the perpendicular side is than the inclined, so much may the power be less than the weight.

penknife, of the family stores of potatoes and turnips. Observing that the natural rapidity of thought should not at first, in the comparison of triangles, be retarded to recognize the three letters of each angle, she drew in each answering angle of the two correspondent triangles, three different marks, as a large dot, a cross, and a little circle. This enabled the learner to understand by a glance of the eye, what equalities she was to prove, and this aided her memory, that her mind might, unembarrassed, make the first steps in developing the logical faculty. And then in explaining the figure, she taught an intelligent movement of the pointer, with only the accompanying words, "this equals this," &c., instead of mentioning a great array of letters. When the proposition was understood, the letters of the author were used; or any other letters or figures taken, without confusing the mind of the learner. Thus she went through with her first duty to her pupils, to make them understand; in this part of the process talking much herself, but telling her pupils it would soon be their turn. After this, they were by repetition to have the study fixed in the mind, and then to learn a correct and elegant manner of communicating, and that constituted the special preparation for examination.

This mathematical course of learning and teaching, was not interrupted by the removal to Troy, but went on until all the mathematical studies enumerated were introduced in the manner already stated, Mrs. Willard first studying them one after another, arranging the mode of teaching, and then giving that portion over to some of her pupils to teach, while she went on with others. She thus began studying algebra at Waterford, and continued the study at Troy, taking with her a fine class of young ladies from wealthy and fashionable families, some of whom so sympathised with her enthusiasm, that four young ladies, by consent of their parents, aided her during one season, by performing the duty of regular teachers of classes.* But as they passed away, their places were filled by those who were pleased to remain as permanent teachers. Mrs. Willard's first mathematical teachers have proved themselves women of great ability. One is her successor.

* For this important service they would accept no reward, except each a copy of Mrs. Willard's miniature. The time of her studying her daily algebraic lesson, was, while she was getting air and exercise walking the streets of Troy in the dawn of the morning, before the people of business were astir. She recollects of this fine class, that one or two of them having more time, occasionally got ahead of her in the solution of a problem.

When Mrs. Willard had taught through Enfield's Institutes of Natural Philosophy, which she found for herself a harder task than she made it for her pupils, having introduced steps of reasoning which the author had left out, and figures of illustration which he had not put in,—she thought she had gone far enough for women in the direction of mathematics; though strongly tempted to add to the course, descriptive geometry.*

While thus settling and introducing into the seminary her course of mathematics, Mrs. Willard was at the same time equally earnest in prosecuting other improvements.

In the two kindred departments of geography and history, she thus in the preface of her "Guide to the Temple of Time," explains her progress:

"When, in 1814, I commenced in Middlebury, Vermont, the school which by enlargement and removal became, in 1821, the Troy Female Seminary, the subjects of Geography and History were difficult of instruction; the books of Geography being closely confined to the order of place, and those of History, as closely to that of time; by which much repetition was made necessary, and comprehensive views of topics, by comparison and classification, were debarred. In Geography, the eye was not made the sole, or the chief medium of teaching the signs of external things, as the forms, proportion, and situation of countries, rivers, &c., for though maps existed, yet they were not required to be used; but the boundary was learned by the words of the book, and the latitude by numbers there set down—as historical dates are now commonly learned. Numbers thus presented, are hard to acquire, difficult to remember, and, standing by themselves, of little value when remembered.

Of the two subjects, although connected, yet Geography lay most directly in my way; as this, all my pupils studied; and it was less difficult to manage; for maps already existed. (The Temple of Time, I regard as a Map of History.) Geography, then, I dissected, and remodeled, according to those laws of mind concerned in acquiring and retaining knowledge. I divided it into two parts: first, that which could be acquired from maps; and second, that which could not;—and for the first, giving my pupils to study nothing but maps and questions on maps. In the remaining part of the science, being no longer bound to any order of place, for no confusion of mind could arise concerning locations after these had been first learned from maps, I was free to expatiate by topics, and give general comparative views, of population, altitude of mountains, length of rivers, &c.; and philosophic or general views could now be given of government, religion, commerce, manufactures, and productions.† Thus, since teaching Time by my Map, The Temple of Time, I have

* After becoming acquainted with the teaching and discipline at West Point, she was presented by Capt. Douglass with the original work of "Monge on Descriptive Geometry," and she received some teaching from a distinguished graduate, now Dr. Ingalls. A small class of young ladies at the Troy seminary are now pursuing this beautiful study.

† "I suppose myself to have been earlier in this division, than any person in Europe or America. Malte Brun, of France, had similar views, but they were later than my method of teaching, practised in my school in Middlebury. Of my improved method of teaching there, there are living witnesses, both of those who were my pupils and my teachers. Concerning what had been done in Germany and Switzerland, Mr. Woodbridge, who had traveled in those countries, and was the personal friend of Humboldt and other geographers, would have known; and he as well as myself, believed that we were unitedly presenting, in our joint names, in 1821, an original plan of teaching geography."

been able, as in this little book, to range freely by general subjects, without fear of the pupils losing themselves with regard to historic time.

The method described, of teaching geography, is now fully established; and has been for the last twenty-five years. The drawing of maps on the black-board, adds clearness and strength to the mind's picture; but the arrangement of the subject remains the same. The true method once found, changes are deteriorations. Books for reference, and those for the general reader, are wanted as before.

These changes in educational Geography led to some corresponding improvements in History. I devised the plan of a series of maps answering to the epochs into which that subject should be divided. This method was first described in 1822, in my "Ancient Geography;" and directions and names of places there given to enable the pupil to make for himself a set of maps corresponding to the principal epochs of ancient history.

I adapted this to American History as early as 1821; and it was the great commendation which it received, as exhibited in the examinations of my classes, and the constant requests that I would give it to the public, which first led me to writing the History of the United States. When my earliest "Republic of America" was brought forward, it was accompanied with an Atlas, containing the first series of Historic Maps ever published in this country. This was no inconsiderable step. I then applied the plan, as far as possible, to Universal History.

But I was not fully satisfied. There was as yet nothing so suitable to fix historic time in the mind, as maps are, that of Geographic place. The old Stream of Time, and Priestly's method of exhibiting nations in a chart, were of value; but both difficult to remember, and without marks to distinguish the centuries, as more or less distant. The thought then occurred of putting the Stream of Time *into perspective*, and adding light and shade, to give some idea of the civilization of the several countries. This followed out, produced the chart herein contained, which was published in 1836 or 37, in the first edition of my Universal History. My next step, was the invention of the Historic Tree, connected with my late works on American History. But the Chart containing the Perspective View of Nations seemed not fully understood. It was but as their pathway beneath the Temple of History, and its perspective character was not apprehended. The idea then arose in my mind, of actually erecting over this floor-work an imaginary Temple of Time, which would give the needed measure of centuries by pillars; and on these, and on the interior of the roof, would make places strictly according to time for the names of those great men who are to history, as cities are to geography, its luminous points. This, with great labor and much study, was accomplished four years ago. When this map of time was completed, I was then satisfied that my thirty years' work was done. The goal, to which, step by step, I had been approaching, was at length reached.

This extract shows the persevering tenacity of Mrs. Willard's mind, which could thus for years grasp and hold her subjects—until she had accomplished her designs; and also the manner in which her teaching brought forth her school books,—and they in turn aided her teaching.

For this invention of time-maps, Mrs. Willard holds a medal, and a certificate, signed by Prince Albert, given by a jury of nations, at the World's Fair, held in London, 1851. She presented not only her Temple of Time, but her Chronographer of Ancient History—made on the same principles—and also that of English History. The medal was not given on the *execution* of the Charts, for that was indifferent; but it was doubtless the verdict of the jury, that a new and a true method had been found.

While thus Mrs. Willard was teaching what had heretofore been considered masculine studies, and thus risking the displeasure of those wealthy and fashionable people, on whom, disappointed of public aid, she much depended for support; she was also testing her popularity by the steps she was taking, to induct her pupils into the duties of their sex, in regard to housekeeping; as this might be charged with a degree of vulgarity.*

As a balance to those possible causes of unpopularity, Mrs. Willard ever boldly taught—rare in those days—the principles of esthetics, as regards the sex; and made, at the same time, the most of her own personal advantages, and social standing. She ever regarded esthetics as the special province of women; and taught, from the mulberry grove onward, that it is every woman's duty to be as beautiful as God had given her the power; not for vanity, but to increase her influence, that she might glorify her Maker the better, and the more please her friends, and serve those to whom she would do good. Beauty in woman is a source of power. It is more an affair of cultivation, than had been supposed. Whatever promotes health, promotes beauty of complexion, and is cultivated by air, exercise, bathing, suitable diet, and regular hours of sleep. Proper positions and graceful movements, can, by attention, be acquired. The perfection of dress, especially for the young, is not fashionable extravagance, but elegant simplicity. Then the highest of all sublunary beauty, is beauty of expression; and that is the gleaming forth upon the countenance of what is good within—holy and amiable sensibilities, mingled with intelligence and truth.

DEATH OF DR. WILLARD.—PROGRESS OF THE SEMINARY.—TEACHERS TRAINED.

In May, 1825, Mrs. Willard and the institution met a heavy loss in the death of Dr. Willard. His last illness was long and pain-

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*In general, when the graduates of the seminary develop into women of society and mistresses of families, they have been found imbued with the principles, and having acquired the habits, which lead to good housekeeping. The pupils in their small rooms, each occupied by two inmates, (carefully assorted, as one of the most delicate duties of the principal,) are provided with closets, bureaus, &c., so that everything can be used for its proper purpose, and everything kept in its proper place. And they are under a strict surveillance, as each in turn is to keep the room in perfect order. This is that their eye may become accustomed to order, so as, of itself, to detect the reverse. They are required to keep in order their own clothing, and have a set time for mending. They took their turns also with the domestic superintendent, to learn pastry cooking. Each room-mate is in turn, room-keeper for the week, and liable to a fault-mark if the monitress, in her hourly rounds, during school hours, finds any thing out of order.

ful. His wife's presence and care were essential to his comfort, and for the uninterrupted days and nights of three months she was his constant nurse.

Up to the time of his sickness, he had been the beloved physician of the seminary, the head of the family, and the sole manager of its pecuniary affairs. How much he did to sustain Mrs. Willard in the work she had undertaken, may be seen in the following extract from a letter written by her soon after his death: "The pupils I have educated are now my teachers. They, better than men, understand my views, and they cheerfully yield themselves to my influence. But the school has met with an irreparable loss in the death of Dr. Willard, my husband. He entered into the full spirit of my views, with a disinterested zeal for that sex, whom, as he believed, his own had injuriously neglected. With an affection more generous and disinterested than ever man before felt, he, in his later life, sought my elevation, indifferent to his own. Possessing, on the whole, an opinion more favorable of me than any other human being ever will have,—and thus encouraging me to dare much, he yet knew my weaknesses, and fortified me against them. But my feelings are leading me from my subject, and I have no claim to intrude my private griefs on you."

From the grave of her husband, bowed in spirit, and emaciated in form, Mrs. Willard returned to her work, to find it increased by new burdens. She loved not money for money's sake, but she knew it was the sinews of success. Determined to understand her own business, she did not take again her hours of teaching, until she had first planted herself at her office-desk, and, for a time, not only superintended, but kept her own books. She now made a new and more convenient arrangement of the school year, dividing it into two annual terms, instead of three. In other ways she systematized and simplified her school-keeping, as connected with her financial concerns. Twice a year, every debt she owed was paid.

The question will here occur: how were the means to sustain the institution, and to procure its constantly increasing facilities, commanded? We answer: from the great and extensive popularity to which Mrs. Willard's teaching, and her school-books,* had attained. Scholars flowed in from every part of the Union, and some from Canada and the West Indies.

* The geographies had an almost unparalleled success on their first issue; but afterwards, the authors were shot, by arrows winged with their own feathers.

We inquire next: what were the unexpected means by which Mrs. Willard's school became regarded as a model school,—its fame and influence rapidly extending far beyond any conception made while forming its original "Plan?" This was effected by examinations of the school, private and public; by the circulation of the "Plan," and the approbation it met from high authorities, and chiefly from a source not thought of when that was written: the normal training of teachers, and the great demand for their services, so that they were soon spread to the remotest parts of the Union.

This system was but the continuation of the same general efforts for all her pupils, by which all of sufficient ability learned to understand, remember and communicate; and without its being regarded as an object to learn to teach, this process was in reality fitting every one of the good pupils to become choice teachers. Many, who never in youth thought of teaching, have taken it up as a resource in later life, and pursued it with success.

The receiving of girls expressly for education as teachers was at first accidental;—begun in a case, where orphans, left destitute, pined for education; and while their pledge was given that they would pay by teaching as soon as they were fitted, it was taken rather as quieting delicate minds, than with any real expectation on the part of Mrs. Willard,—so long seemed the time, and so many the chances of failure,—that she should ever receive remuneration. Yet in these cases, she was eventually repaid; and seeing that thus she was carrying out her object for the establishment and the spread of female education, and at the same time helping those she loved, she went on willingly in this direction, far beyond the limits of mere worldly prudence.*

But to be capable of teaching is not all that is necessary to the school-mistress. She must govern as well as teach, and there is

* Mrs. Willard's practice of educating teachers, when it became enlarged and systematized, embraced, in theory, a self-supporting scheme. To those young ladies who had not the means of meeting their expenses, either in part or in whole, she furnished at her regular prices, tuition, board, and, in some cases, an outfit of clothing and traveling expenses; and, at the end of the course, they gave a note which was to be met out of their first earnings. But the pupil was allowed a moderate sum for her wardrobe. These notes were, however, frequently collected without interest,—often canceled for less than their first value,—sometimes, when misfortune pressed, relinquished in full, and sometimes lost through extravagance, carelessness, or inefficiency. Those who paid most promptly were the most grateful. Some of them are among the most distinguished women of the country. Filial in their feelings towards their benefactress, Mrs. Willard may well regard them as her glory and crown of rejoicing.

a democratic feature in the government of the Troy seminary, by which all the good and faithful pupils, taking part in the school administration, become fitted to govern others with dignity. The officer of the day is taken in rotation from the older scholars. Her office is grave and important, and constitutes one of the most peculiar features of the Troy seminary; and none gave in its establishment a more severe test of address and perseverance, on the part of the principal.

The teachers of the seminary she assembled in "Teachers' Meeting" on Friday evening, not only to receive reports of their classes, but to debate the standing questions: what can we do to promote the good of the school—what law make—or what unmake?—when Mrs. Willard proposed to them to establish this day-officer or monitress, to be considered during the day an officer of the institution, and to visit every room once an hour and mark delinquents—the teachers declared against it, saying, as many others did, it would be useless to attempt it,—pupils could never be brought to mark their companions. But Mrs. Willard, counting on her influence, and taking great pains previously to instruct her scholars on the special nature of official duty, began the system, and carried it through; establishing honors and privileges to the faithful monitress, and making the unfaithful take the fault-mark, (or what was the same, lose one of her own credits,) for any offense knowingly passed unmarked. The system remains in the seminary to this time; though now the duties of the day require two successive monitors. To be efficient and faithful in this office, is to stand high in the school. To be capable of performing it well, is to be fitted to govern in a school or a family. The success of the teachers who go from the seminary, is in no small degree attributable to this discipline, as officer of the day at Troy.

Mrs. Willard, when she wrote the "Plan," did not at all contemplate the special training of teachers; and she never turned aside to accommodate the school to them, but rather the reverse. With a pupil-teacher of advancement and improved character, she would place in the same room, a petted, self-willed Miss of wealthy parents. This was an advantage to both parties—for while the teacher-scholar was aiding Mrs. Willard in a difficult and delicate duty, she was brought more into contact and conversation with her principal, by whom it was her special business to profit; and on the management of difficult pupils—the most critical portion of the business she was to learn.

The labor of the system and responsibilities of its founder, few can appreciate. Besides the financial risk incurred by the introduction of so many non-paying pupils into a school, whose presence required additional teachers, room, table expenses, &c., the care of providing places for them, after graduation, was immense. Watchfulness over them never ceased. Moreover, the system was so popular, that applications for instruction were quite beyond the capacity of the institution. Imploring letters, sad tales of misfortune, and urgent appeals for special favor, were an incessant tax upon the benevolent sympathies of the principal. During the fourteen months, previous to her leaving the institution, the letters in this department alone, amounted to five hundred, which had all to be read and answered, requiring, of course, the assistance of a secretary.

It was always Mrs. Willard's design to limit the number of teacher-scholars, so that the institution would not incur financial disaster by carrying too heavy a burden. And since normal schools, distinctively established and endowed, have removed the necessity of pursuing the system at the seminary, it has been for the most part abandoned; and its present pupils are generally from wealthy parents, and those whose object is to fit their daughters for private life. Its first object and mission has ever been, to make it a model-school for teaching the broad sphere of woman's duties and accomplishments.*

But so popular had the system become, that throughout the Union the simple certificate of scholarship, signed "Emma Willard," served as a passport to almost any desirable situation, notwithstanding the seminary lacked the seal of an incorporated and endowed institution.

It does not lie within the scope of this article to give a full his-

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* As an evidence of the estimation in which Mrs. Willard's power as a teacher are held, we make the following extract from a *Poem on Female Education*, delivered before the Frederick (Md.) Female Seminary, at its annual commencement, July 8th, 1858, by Christopher C. Cox:

> In the great art of Teaching we shall find
> Its best exponent is a female mind.
> In all that wins by manner or address,
> As in scholastic discipline no less;
> In varied knowledge, oratoric sway,
> The ready pen that knowledge to convey;
> The skill all sciences to understand,
> Grapple abstrusest problems, hand to hand;
> Our Trojan WILLARD stands aloft confest
> By all, the wisest, noblest, and the best!

tory of the Troy seminary. Its success has been unexampled. For several years the attendance of pupils has numbered about four hundred, of whom more than one-third have been boarders. Teachers and officers number nearly thirty. It sends forth about twenty-five teachers each year. Since 1838, it has been under the charge of the only son of Mrs. Willard, John H. Willard, and his wife, Sarah L. Willard; the former having been for some years her business partner, and the latter having been connected with the institution for nineteen years previous to 1838, as pupil, teacher, and vice-principal. The same methods of instruction and discipline are continued, with such modifications as larger means and added experience naturally and happily induce.

In 1846 an addition was made to the accommodation for room, by the erection of an additional building fifty feet square and five stories high, making the front of the main edifice on the Park, one hundred and eighty feet; and giving rooms for philosophical apparatus, chemical laboratory, library, and lecture room, besides an ample hall for examinations, concerts, &c.

The internal arrangements of the establishment are convenient, including the modern improvements. The entire building is warmed by steam, and lighted by gas. A good calisthenic and exercise hall, for the health of the girls, is included in the building. Thus Mrs. Willard has lived to see an institution, fully and successfully embodying the ideal of her elaborate "Plan;" where the course of study is thorough and complete, and the facilities abundant and adapted.

It is a peculiarly interesting circumstance, that Lady Franklin, whose efforts to rescue her husband from the Arctic seas, have excited a world-wide sympathy, once came to this country expressly to visit the Troy seminary, and see for herself the successful training of women in the higher branches, of which she had heard with great interest, as characteristic of this American institution. She spent some time at the seminary, with great satisfaction to herself and to the teachers.

VISIT TO EUROPE.—EDUCATION OF FOREIGN WOMEN.—SEPARATION FROM TROY.—MOTIVE POWERS.

Mrs. Willard went with her son to Europe in October, 1830, and returned in July, 1831. The main objects of her tour, the restoration of health, and the extension of professional knowledge, were accomplished. During her absence, the seminary was in charge of her sister, Mrs. Lincoln.

The knowledge of Mrs. Willard's labors in behalf of education, had preceded her. When Lafayette revisited this country in 1825, Mrs. Willard was honored with his friendship. He then invited her to visit France—and now received her accordingly. From this and other sources, she obtained facilities for visiting the schools, especially those most remarkable for the education of women. Marshal McDonald gave her an order, permitting her to examine the schools founded by Napoleon at St. Dennis and St. Germain-en-Laye. She had further opportunities of knowing internally their regulations, from one who had long been in them, M'lle De Courval, who returned with her to Troy as teacher of the French language. By Madame Belloc she was furnished with an introduction to Miss Edgeworth; from whom she received facilities for visiting the highest grade of female schools in England.

Some two or three years after the promulgation of the "Plan," Mrs. Willard becoming acquainted with M. Salazar, the Columbian Minister, he forwarded a copy of it, with a letter from the author—pleading for her sex—to the South American Liberator. A respectful answer was returned by Bolivar, through the proper department, and a female college afterwards established at Santa Fè de Bogota.

After Mrs. Willard's return from Europe in 1831, she enlisted her energies in a scheme for establishing a school in Greece for the improvement of the women of the East,—by inaugurating a school in Athens for the teaching of native teachers. By leave of the missionary board, under whom were Mr. and Mrs. Hill of Athens, this normal department was added to their school already existing. The Greek government responded to this welcome movement of the "Troy Society," (an association of benevolent ladies formed at Troy,) by passing a law to educate at this normal school a number of beneficiaries, as great as the American ladies would on their part provide for. To aid in procuring the necessary funds, Mrs. Willard agreed with the society to prepare some one volume; and at their request she wrote out her European "Journal and Letters," containing 390 pages; for the publication of which the society realized $1,100 of the $2,500 eventually sent to Greece by them and others acting with them. There was forwarded $500 a year to support ten beneficiaries; until Dr. Milnor, the Protestant Episcopal Secretary of the Missionary Board, signified that, for the future, the Board preferred to have the sole control of their own agents; and they would provide, if their funds warranted, for the support of the normal department.

There is no doubt that much has been done by this normal school to elevate the women of the East.

In 1838, shortly before leaving the seminary, Mrs. Willard made out, and has left, in a pamphlet of thirty-two pages, a condensed abstract of her educational principles and practices. It was addressed as "A Letter to the Willard Association for the Mutual Improvement of Female Teachers." The pamphlet contains the names of one hundred and ninety-three members then present at the seminary, either as teachers or preparing to teach. The "Letter" is specially addressed to those whom she had already sent forth; and we cannot doubt the earnestness with which she would endeavor to lead in the right way, those on whose success depended not only the extensive spread of female education, but the repayment of the fortune she had expended, and her valued good name as a teacher.

From this pamphlet we shall presently introduce an extract, showing the true character of Mrs. Willard's religious teaching. Religion was regarded by her as the underlying and sustaining principle of all right education. It has always been a maxim with her, that no solid intellectual improvement could be expected of a pupil while she was morally wrong; and hence it has been her constant purpose to make her "daughters," (as she regarded her pupils, for her love to them was scarcely less than maternal,) first of all feel love towards God, and understand the wisdom of conforming the life to His laws. To this end, not only was Christian truth instilled with the daily school instruction, but also by direct personal conversation; and on Saturday morning, at half past eleven, when the week's work was done, a familiar, practical, Christian lecture, was given to the assembled scholars; at which the presence of each one was specially enjoined. This Saturday lecture occurred the next day after the Teacher's evening meeting, when the officer of the week, (each teacher in her turn,) presented to the Principal a Report, embodying the seven monitress bills of the day-officers, with a summary of the fault and credit marks given by them, and also those given by herself, with her own general report of the conduct of the pupils during the week. This summary was read to the school before the lecture began. Thus faults as well as improvements were reviewed, and all conduct and experiences regarded in the light of God's holy law, and of "the power of an endless life."

We commend the following extract from the address above referred to:—

But though earthly employers may not always be satisfied when you do your duty, yet, with the great Father of us all, we shall ever find justice, and that, too, tempered with mercy. First of all, then, be careful so to regulate your example and your teaching, that He, finding you faithful over a few things, shall, in His good time, make you ruler over many. Accustom yourselves to regard Him as the great Employer of your time, and final Judge and Rewarder of your virtues; and the children under your care as His, and to be trained up for Him. Though this grand principle may be modified in its exercise by the peculiar views of earthly parents, yet it is not their will, even if they are so impious as to wish it, that can set aside this primary obligation.

Faithfulness to God, then, will comprehend whatever may be said on the extensive subject, of training the young to morality and religion. The first means to do this is, to show by your conduct the sacred estimation in which you hold these things yourself. SPEAK TRUE, and DO RIGHT, as well as to require it of them. Reverence God with devout love and fear; attend upon His public worship and sacraments; read His word for your guide, and keep near to Him in prayer. Let the holy scriptures, particularly on the Lord's day, be taught to your pupils in a manner to interest them. The practice of special instruction on moral and religious subjects at some stated season, as in our Saturday's lectures at the Seminary, is good. Daily prayer in school should be regularly attended; solemnity should prevail, but tediousness should be avoided.

So far, however, from depending on set times, for the whole discharge of the duty of training the young to piety and virtue, you are, during all your exercises, to regard it as the grand object of your labors; and while your pupils see that it is so, they will be learning to consider it their main concern also. Instead of telling them nothing more than that they must not be angry because it spoils their beauty, or they must not tell lies because it hurts their character, gravely show them that such things are displeasing to their Maker; and mention some of the Scriptures which forbid them. And when you have punished a child for a serious fault, and the penitent asks your forgiveness, remind her while you pronounce it, that she should go to God in prayer to ask it of Him as the one she has chiefly offended. Instead of pursuing the common method of making her promise a great deal to you in the way of amendment, (a practice which does but make promise-breakers,) counsel her to resolve against her fault before her Maker, and ask his grace to enable her to keep her good resolutions; as for you, you shall know her repentance to be sincere, when there is an answering change in her conduct. Take advantage of passing occurrences, as the death of friends, to impress your pupils with the shortness of the time allotted them for preparing their last account; and if an examination excites them, tell them how vain and idle it is to fear to be brought before a few worms of the dust, like themselves, to be questioned on literary matters, where they make special preparation, when the very secrets of their hearts are always known to God, and must one day be made manifest to an assembled universe.

While engaged in teaching any study, the pious instructor will find interesting occasions of leading her scholars to view the Almighty as the God of Nature, or of Providence, and thus to introduce the germs of piety into their minds along with those of science.

That "God has a life-plan for every human person," is a doctrine strongly countenanced by the life of Mrs. Willard. Looking over it as a whole, we see that her felt mission—the progress of woman—had its parts; and the time had now come, when in the department which regarded the Troy Seminary, her own peculiar work was accomplished, while other portions of her life-plan remained to be worked out. She had seen an institution founded, which already gave advantages to her sex, beyond her

conception when she wrote her "Plan." Those dearest to her were ready and fully prepared to take her place; and in the summer of 1838, she resigned to them her office in the seminary.

The next work of public interest in which Mrs. Willard engaged, was in the fall of the succeeding year, 1839. It was the reinvestigation of her long-studied hypothesis of the circulation of the blood. With the aid of her old family physician, Dr. Robbins, and Prof. Smith, then of Troy, (both believers in her theory,) she now witnessed post-mortem examinations of the heart and lungs. Being more and more confirmed in her views, she then carefully re-wrote her theory, and sent four copies of the manuscript to Europe, of which one went to the Drs. Edwards, members of the French Institute. Her correspondence with one of them, and her treatise, are both contained in her work on the "Motive Powers," published in the spring of 1846.

WORK AMONG THE COMMON SCHOOLS.

We have seen that Mrs. Willard's consecration to the cause of education, inevitably led her, in time, beyond the sphere of establishing a Female Seminary, to the still wider benevolence of educating female teachers—and for other lands as well as her own. The same consecration led her in time to feel a deep interest in the Common or Public Schools, which, in the year 1840, was providentially directed to practical results of permanent value. Mrs. Willard thus writes:—

"About three years before leaving the Troy Seminary, my mind was aroused to alarm concerning the condition of the common schools of my native State, by the representations of Miss Robbins, a zealous friend of education, who had just been making a tour of observation through these schools. Looking into the matter, I found that it was not in Connecticut only, but in New York and throughout the country; that there was a general decadence of the common schools.

Early in the winter of 1840, on a visit to Kensington, I stopped at Hartford, and there learned, much to my satisfaction, that a great impulse in favor of common schools had been given; warmth in generous hearts was enkindled; and all around were signs of life and animation. Mr. Barnard, whom I had before known as the friend of my friend, Dr. Todd, was foremost in the movement; and had received from the state an appointment, which was effectively that of State Superintendent. He had already inaugurated a system of operations; and was now going the rounds of the

state to get up an interest, and make dry bones live. He had appointed a festal meeting of the schools at Kensington, which took place about ten days after my arrival there."

Much interest was felt by the people of Kensington, and Mrs. Willard was invited to write an address for the occasion, which she did. Mr. Barnard was present, and in his Journal thus describes the jubilant scene:—

On the 18th inst., a public meeting of all the schools was held at the church, and a happy day it proved to parents, teachers, and children.

Upon the arrival of the schools at the meeting house, the music, with the banners, were stationed on the steps, and the scholars, in procession, entered under the banners, and filled the body of the church. The house was soon crowded, many being in attendance from neighboring towns; indeed it is said by the pastor, the Rev. Royal Robbins, to have been the largest congregation assembled in this place since his ordination, 22 years since. The exercises were commenced with prayer from the pastor, followed by singing from a large choir, under the direction of Mr. Hall, of Hartford. A concise and able report of the present state of the schools by the visiting committee was read. A piece was then sung, composed for the occasion by Rev. Mr. Robbins. The children were next addressed by Jesse Olney, Esq., of Southington. Music followed by the band from Worthington, who had kindly volunteered their services for the occasion. An address written for the occasion by Mrs. Willard, was then read to the meeting by Mr. Burritt, and listened to with deep and thrilling interest. This was followed by other addresses and interesting exercises.

At the close of the meeting, refreshments were passed to the children, when they separated in high glee, in the same order as they came, greatly pleased with the thought that there had been a great and high day on their account. It is believed that the interest of this occasion exceeded the highest anticipations of the old and young.

Mrs. Willard's address, and her past experience, were calculated to inspire not only interest in improving the common schools, but confidence in its author, as the best agent for carrying out the improvements she so earnestly recommended. The result was that she was immediately invited by the influential men of the place, to take the common schools in hand. In order to afford her the due authority, she was unanimously elected by the voters of the parish as Superintendent of the common schools of Kensington, "to take the oversight of them for the ensuing season." To a written notice of those proceedings, from a committee chosen for that purpose, she replied by accepting the office, with the condition that she should be unanimously supported in her arduous duties by the women, as well as the men of Kensington.

We pause upon the extraordinary nature of this transaction, to ask whether it does not inaugurate a new and correct principle of public action? Women cannot legally vote in a town or school-society meeting; but may they not be legally voted for? Had not the voters of Kensington a legal right to elect, by their votes, a woman for school-superintendent? and were they not legally

bound to sustain her acts, the same as if that office had been held by a man? If school-committees may legally employ women to teach, why may not the voters elect women to superintend?

In May, before the opening of the schools, Mrs. Willard, by request of Mr. Barnard, wrote to him a letter explaining her plans of improvement. A few extracts will best show how she intended to fulfill the duties of her novel position:—

Four schools, each with a female teacher, will have gone into operation in this society, during the week ensuing. These teachers are engaged with the expectation that they are to receive directions from me. Our first business, on the assembling of the schools, will be to select, with the consent of all parties, some of the oldest, most discreet, and best instructed girls, as assistant teachers. These will be employed with the three-fold object of promoting their own education, of making them useful in the business of the school, and of training them by actual service, as well as theoretical instruction, to become teachers in full. These assistants should be so numerous that while each shall have a part, perhaps the largest part of her time for her own improvement, the principal teacher shall be so aided in her duties, that the whole school shall be kept profitably employed. Up to a certain point, children, especially when quite young, learn in proportion to the instruction imparted, and this may often be given by a younger, as well as an older teacher.

This plan of assistant teachers, from among the best of the scholars, I tested, in the early organization of the Troy Female Seminary. A school arranged in this manner is not so good as one with a corps of highly instructed and regularly trained teachers. But *that*, on account of expense, is out of the present question; and I do believe the proposed is the best possible method of providing the needed help to the teacher of the common schools. The wife of the farmer might find it easier to be served by experienced hands, than to teach her own daughters to keep the house and tend the dairy; but after they have received the proper drill, it is her own fault if they do not become the best of assistants. And here is an important consideration; if the farmer's wife takes other help, and neglects to instruct her daughters, how is her house to be taken care of, if she is removed; or where are the young farmers to find helps meet for them? So, if the common schools do not educate their own teachers, it appears clear to me that the majority of them will not be educated. * * * * * * *

In regard to room, we shall want for each school, besides the main apartment, one small room, where an assistant can be teaching the very young children; and another, perhaps larger, where the best instructed of the assistants can hear recitations of the oldest pupils, and most advanced classes, whose lessons require considerable time. Such scholars, who understand the general plan of study, who can, in the main, comprehend their authors, and who may, in some measure, be depended upon to govern themselves, do better with an inferior teacher, than larger classes of younger pupils, who are to be governed as well as instructed, and taught the manner of study, as well as the subject matter. Yet the classes confided to the assistants should be regularly reviewed by the principal teacher; and those in this society will be occasionally by myself.

This being the summer term, the most advanced pupils will be altogether of the female sex. I shall regard them as forming one school, divided for convenience of attendance, and for giving aid as assistant teachers; but we shall bring them together for a common examination at the close of the term. Of course, in this department, there must be uniformity in the books studied. As to modes of teaching, I shall be satisfied with the teacher who gives to her good scholars (for it is the good wax alone that takes the perfect impression,) a thorough understanding of the subject, and to other scholars in proportion; and to all a proper method of communicating what they know. It shall be my care to make the examination an actual test of this—a test at which the faithful teacher will exult.

Each school house should, we think, be provided with a clock; no matter how plain, if it do but perform its office correctly. Whatever is to be done regularly requires a *set time* as well as a fixed place; and teachers on low wages cannot afford to buy watches; nor would they serve the purpose of a perpetual memento of the coming duty of the scholar, like a clock.

We close our extracts with the view taken by Mrs. Willard of the influences of bad reading books, charged with fictitious stories.

I have collected and examined the school books used in the Kensington schools. The amount of fiction put into the hands of the children, in their daily lessons, strikes me with surprise and regret. Truth is the mother of science, and the ancient ally of virtue. Fiction may mislead, even when she intends to do good—truth, never. The mind that feeds on fiction, becomes bloated and unsound, and already inebriated, still thirsts for more. And has not so much of the mental aliment of our times been fiction, that this delirium of the mind has become an evil so pervading that we ought resolutely to shun its source, and turn now to the simple element of pure truth? Some of these books, too, contain low and vulgar language. Who would send a child among clowns to learn manners?

In general, sacred objects are the best for schools. There is even among children, an awe and quietness diffused by ideas pertaining to God and religion, which tend to good order; and shed around the true atmosphere of the soul.

For months Mrs. Willard devoted her untiring energies to the four schools of the parish. Her retired chamber was consecrated to religion, and to the consideration of her new duties in regard to the common schools,—and no books, except on these subjects—none whatever of amusement—were there admitted. On alternate Saturdays came the four teachers, and oftener came a class of nearly twenty, whom she called her normal pupils, to whom she taught history and reading,—to a few, algebra, and geometry.

She organized a "Female Common School Association" of women of Kensington, with constitution, by-laws, meetings, and effective work. She counseled with the teachers, met them for special instruction at appointed times; gave minute attention to the teaching of the children of the several schools, so that everything should be done at the right time, and in regular order; she introduced her own methods of discipline and instruction, practiced at Troy; she selected school-books, established a regular system of marks, and exercised the children most successfully in reading, geography and arithmetic; made copies for their training in penmanship and drawing; dictated model letters of business and friendship, and accustomed them to compose off-hand compositions, writing on their slates accounts of passing occurrences,—and she so taught them that mistakes in spelling were rare. She directed what the children should sing all together, and what tunes the older ones should write on their black-boards, dictated to them in

musical notation. She composed a song on "Good Old Kensington," which was a rejoicing to the children, and to be sung at the examination—and a simple heart-prayer, which they recited at the close of each school, with feeling and solemnity;—she sketched model maps, beginning with the town itself, marking the brooks and bridges, the roads, the church, the school-houses—greatly to the edification of the interested children. She talked of her improvements among the people—the men and the women—in the house and by the way; and thus, by all possible devices, wrought out a genuine enthusiasm in fathers, mothers, and children.

In all her labors, she had the hearty coöperation of Mr. Barnard, who sometimes shared with her the labor of visiting the schools.

On the 10th of September, a public examination of the four schools was held at the church, which was crowded not only with the people of Kensington and the adjacent parishes, but also with distinguished educators of Connecticut and other states. The exercises were continued with unabated interest, from nine o'clock in the morning to half-past six in the afternoon, with one hour's intermission. The children entered into the full spirit of the occasion, and made it a proud day for their parents and for Mrs. Willard. At the close of the examination, a gentleman of Kensington, expressed, in the name of the society, public thanks for her arduous and unselfish labors; and the State Superintendent expressed his satisfaction.

From Mr. Barnard's report to the legislature, and in the School Journal, the Kensington proceedings were copied, and went into other states. Thus, much of what was experiment there, became common practice in the schools throughout Connecticut and elsewhere. Mrs. Willard was honored for her gratuitous services in the cause; and received numerous invitations to meet with educational and literary societies, and conventions; and to write addresses for those at a distance; which she often did.

Before leaving Connecticut, Mrs. Willard projected the plan of a Normal School in Berlin, which would probably have been carried into effect, but for the abolition of the Board of Commissioners of Common Schools, and the temporary suspension of Mr. Barnard's labors in Connecticut, upon whose co-operation she had relied. Her plan contemplated a well organized system of Teachers' Institutes, rather than a permanent Normal School. There were to be two sessions of not less than four weeks each, held at those periods of the year when the great mass of teachers

could attend them without interfering with their ordinary avocations. Those who joined the school were to engage to attend four successive sessions, and to go through the prescribed course of study. The union of theory and practice would thus be more thoroughly carried out than in a permanent school, and the benefits would be widely and immediately felt throughout the state.

In 1845, Mrs. Willard was invited to attend a Convention of County Superintendents of Common Schools at Syracuse. She was made an honorary member, and invited to participate in the exercises and deliberations, which she declined; but communicated a paper on the place which woman should hold in the common school system and educational movements of the day. In this paper, which was read, and favorably received, among other suggestions the author recommends the adoption of the plan of operations which she had inaugurated in respect to the Kensington schools, and especially the formation in every town of a society of women, with a constitution similar to the one adopted there. This constitution provides for the appointment of three committees, to co-operate with the regular school officers of the town—*one* to ascertain the condition of the children who were not at school, and to assist in getting them; a *second*, on the accommodations of the school, to see to the state of the grounds, and all those circumstances which affect the health and comfort of the pupils; and a *third*, on procuring books, and the means of illustrating the studies of the school. Mrs. Willard was treated with great respect by the convention—the members calling on her in a body at the house of her hospitable friends, Mr. and Mrs. Redfield.

This interesting and profitable meeting of superintendents, led to Mrs. Willard's being earnestly invited to assist in the exercises of several Teachers' Institutes in the ensuing autumn—which she did by traveling in her own carriage, with a female companion, through the counties of Sullivan, Broome, Tioga, Greene, and afterwards to Oneida by railroad—meeting with over six hundred teachers, and interesting a large number of parents, mothers as well as fathers, in the management of the common schools, where their children were educated.

In the spring of 1846, Mrs. Willard having published her theory of Circulation by Respiration,* set out on a tour through the

* *A Treatise on the Motive Powers, which produce the Circulation of the Blood:* New York, Wiley & Putnam, 1844. That this work contains an important discovery, is now extensively conceded. In 1851, Dr. Cartwright, of New Orleans, is claimed to have proved it, by his vivisection of alligators, made for that express

Western and Southern states, with her niece, Miss Lincoln,† as a companion. Through her long journey, of over 8,000 miles, embracing all the principal cities in every state west and south of New York, except Florida and Texas, she was everywhere met by her former pupils with every demonstration of affection, and made welcome to their homes by every form of hospitality. To seminaries for the education of girls, she was received as a founder and pioneer of this class of institutions.

In the summer of 1849, she published a pamphlet of 100 pages, on "*Respiration and its Effects,—particularly as it respects Asiatic Cholera,*" as a contribution to the modes of dealing with that formidable epidemic, which threatened to renew the terrible scenes of 1832.

In 1852–3, Mrs. Willard was earnestly occupied in writing an educational work on Astronomy, to embody improvements, originated in their first conception while she was a teacher in that department. They form one of her most valuable contributions to the cause of education; and in which—in the language of Prof. Avery, of Hamilton College—"she has achieved a remarkable success in making the elements of a difficult science, easy of comprehension." The theory of the Tides, presented in this volume, is interesting, original, and simple.

In June, 1854, Mrs. Willard, again accompanied by her niece, Miss Lincoln, re-crossed the ocean to attend the World's Educational Convention, at London. By Mr. Barnard,—already there,—she was introduced to its officers, and to the most eminent foreign educators; and to some of their most interesting reunions.

After the convention, Mrs. Willard accompanied her sister, Mrs. Phelps, (just arrived from the U. S.) her son and two daughters, through France, Switzerland, Northern Italy, Germany, and Belgium. In Paris, those noble educators who have done so much for the women of France, Madame Belloc, and M'lle Montgolfier, with whom she had corresponded since 1831, met Mrs. Willard and Mrs. Phelps, as sisters meet sisters.

Her next, perhaps her last, educational labor, had for its object

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purpose. In 1854, Dr. Washington, of Missouri, in the Nashville Medical and Surgical Journal, (upheld by Dr. Bowling, the senior Editor,) wrote down all opposition. Dr. Draper, of New York, in his late work on Physiology, says that Hervey's theory of the heart's power, is not correct; but the principle of Circulation by Respiration is.

† Miss Lincoln was one of the victims of the railroad disaster, at Burlington, New Jersey, August 29, 1855. In her premature and violent death, society lost a gifted and accomplished woman.

to provide such a reading book for the common schools, as when in Kensington, she saw they needed; and her impressions there had become deepened by the alarming growth of juvenile crime. She gave to the work the title of "*Morals for the Young*, or *Good Principles Instilling Wisdom*." This book presents in simple, yet forcible and attractive style, the essential principles of a true Christian life, and God's Providential government; and from its avoidance of all denominationalism, is well adapted to become a text-book in public schools.

The selection of Mrs. Emma Willard to occupy a place in this gallery of eminent American Teachers, was not, so much because of her accomplished work, immense as this has been; not because she had by unsurpassed energy established the first scientific female seminary; nor because, as an author, a million of her books were circulated; nor because she has published various addresses on the subject of education, presented by invitation before various important bodies in various parts of the country; nor because she has enlisted wide discussion and general interest, by the results of investigations in physiology; nor because she has done much disinterested work for the improvement of the public schools; nor because she initiated in her own Seminary a system for the special education of teachers; but because she is preëminently a Representative Woman, who suitably typifies the great movement of the nineteenth century for the elevation of woman; because her life has been consecrated to the education and advancement of her sex, or rather we might say that the Christian elevation of woman has been the life itself—the heart-impulse of which the facts we sketch are the exponents. In this she is individual—note worthy. Other women establish successful seminaries, write successful books, make successful investigations, but they do what they do, either for the sake of the thing done, or for the sake of some benevolence or principle embodied and completed in the thing done. But with Mrs. Willard the thing done has been in behalf of somewhat outside and higher; and this higher end is the progress of woman. And although this has not been always, nor perhaps often, consciously, her great object; (as a great object, self-forgettingly sought, absorbs self-consciousness,) and although efforts to determine a theory of the circulation of the blood, have occupied an important part of her life, in which no one department of humanity is exclusively interested, yet even in these scientific studies we may say that the inspiration was the winning a higher consideration towards woman. In behalf of her life-purpose she has established seminaries, writ-

ten books, presented addresses, wrought out theories, superintended public schools, solicited legislatures, dispensed monies, toiled, and prayed, and wept, and thanked God; and, more than all, in her own life she has been the possibilities of woman which she preached. For this reason, we have written of her with warm impulse and willing pen.

LIST OF PUBLICATIONS, by Mrs. Emma Willard.

PLAN FOR IMPROVING FEMALE EDUCATION, addressed as a Memorial to the Legislature of New York, 1819.

THE WOODBRIDGE AND WILLARD GEOGRAPHIES AND ATLASES, comprising a Universal Geography and Atlas, a School Geography and Atlas, an Ancient Geography and Atlas, Geography for beginners, and Atlas; 1822.

HISTORY OF THE UNITED STATES, or REPUBLIC OF AMERICA; 530 pp. Brought down in 1852; 1828, with a Historic Atlas.

JOURNAL AND LETTERS FROM EUROPE; 1833.

UNIVERSAL HISTORY IN PERSPECTIVE; 526 pages; 1837.

ABRIDGMENT OF AMERICAN HISTORY; 1843.

TEMPLE OF TIME, or CHRONOGRAPHER OF UNIVERSAL HISTORY; 1844.

A CHRONOGRAPHER OF ENGLISH HISTORY, on a similar plan; 1845.

A CHRONOGRAPHER OF ANCIENT HISTORY; 1847.

HISTORIC GUIDE, to accompany the Temple of Time and other Charts.

A TREATISE ON THE MOTIVE POWERS WHICH PRODUCE THE CIRCULATION OF THE BLOOD; 1846.

RESPIRATION AND ITS EFFECTS, PARTICULARLY AS RESPECTS ASIATIC CHOLERA; 1849.

LAST LEAVES OF AMERICAN HISTORY, containing a History of the Mexican War, and of California; 1849.

ASTRONOMY; 1853.

MORALS FOR THE YOUNG, or GOOD PRINCIPLES INSTILLING WISDOM; 1857.

Besides these larger works, three addresses on "Female Education in Greece," 1832; an address read at Norwich on the same subject, 1833; an address to the "Willard Association," for the mutual improvement of "Female Teachers," 1838; "Political Position of Women," 1848; "Our Father's;" "Bride Stealing;" an appeal against "Wrong and Injury," and a pamphlet and "An Answer" to Marion Wilson's "Reply;" two poems, read at the "Farmington Centennial," 1840; a poem contributed to the "Statesmen in Albany;" "Universal Peace to be introduced by a Confederacy of Nations, meeting at Jerusalem," 1820; "Will scientific education make Woman lose her sense of dependance on Man?" answered in a contribution to the "Literary Magazine," N.Y., 1821; a metaphysical article on "General Terms," published in the American Journal of Science and Arts, Vol. xxiii, No. 1, 1832; a volume of "Poems," 1830.

Besides the above, Mrs. Willard has written many other contributions to differen periodicals, and numerous addresses, which have been read in different parts of the Union, to schools, to literary and educational societies, &c.

SAMUEL READ HALL.

Samuel Read Hall, the author of "*Lectures on School Keeping*," and the first principal of the first Teachers' Seminary established in this country, was born in Croydon, N. H., October 27, 1795,—the youngest of eleven children of Rev. Samuel Read Hall and Elizabeth Hall, his wife.* He received in infancy the name of Read,—that of Samuel having been prefixed by authority of the legislature, after the death of an elder brother. Soon after his birth, his father made a purchase of one-half of the "Eastern Township" in Canada, and with his family commenced his journey to settle there, during the winter of 1796. Before reaching his destination, however, he learned that his title was not valid, and that those from whom he had purchased had absconded; by which he had lost his entire property. This information reached him at Maidstone, Essex Co., Vermont, and then he was obliged to stop, having no inducement either to proceed or to return. He procured accommodations for the family in Guildhall, an adjoining town, and obtained the lease of a tract of public land, upon which he continued to reside for fifteen years.

The hardships of pioneer life were experienced by his family in full measure. The number of families in the town was, at that time, only ten or twelve. A mill was soon erected at Marshall's Fall on the Connecticut, one mile from his residence; but no school was commenced in that part of the town for several years. The only literary advantages enjoyed by the younger children were those of the "home school." But these advantages were better, perhaps, than most children enjoy under similar circumstances; the parents being well educated, and the father especially, having been long employed in teaching, at the place of his former residence, during the winter of each year.

The subject of this notice had made so much progress, when a school was commenced in the neighborhood, that, though only eight or nine years of age, he was placed at once in the "first class," to read and spell. The reading-book was Morse's Geography, and the lessons

* The parents of Mr. Hall, bearing the same name before marriage, were remotely related. His paternal grandfather was Stephen Hall, of Sutton, Mass., and his maternal grandfather, Hezekiah Hall, of Uxbridge, and subsequently of Tyringham, Mass. These families are traced back to two brothers, who emigrated to this country about the year 1630, and settled, one near Cape Cod, and the other at what is now Medford, Mass.; descendants of whom are found scattered in all parts of the United States.

for spelling were taken from Perry's Dictionary. The following winter he was classed with those who were studying Pike's Arithmetic and Alexander's Grammar.

At that period, there were no schools during the summer, and usually but two months in the winter; so that the privileges that young Read enjoyed, at the age of fifteen years, did not amount to a year, and this under teachers extremely deficient in qualifications. The latter fact was, however, no doubt indirectly beneficial to him, with his thirst for knowledge, as it led him to feel the necessity and induced the *habit* of *self-reliance.*

His father's library, though very small, contained a few books that were of great service to Reed. In place of the multitude of narratives, fictitious and others, that beguile the childhood of our time, he had Watts on the Mind, Mason on Self-Knowledge, and Locke on the Human Understanding. With the two former he made himself quite familiar before he was twelve years old, and with the latter before he was fifteen. "*The works of that learned man, William Pemble of Magdalen Hall, Oxford,*" a very old book, occupied much of his leisure time in boyhood. This volume is partly in Latin and partly in English, and treats mostly of religious matters. He found in it a "*Briefe Introduction to Geographie,*" and an essay entitled "A S V M M E of Moral Philosophie." With the aid of an old Latin Accidence and Lexicon, used by his father when a boy, and Bailey's Dictionary, he was enabled not only to read the English essays, but to get at so much of the meaning of the chapters, "De Formarum Origine" et "De Sensibos Internis," as to become greatly interested in them. He continues to regard that old folio with high reverence to this day, and will leave it as an heir-loom to his children.

In consequence of exigences into which Mr. Hall had been thrown, as above stated, he became the religious teacher of the town; after a few years, was regularly inducted into the ministry, and, in 1811, was ordained pastor of a church in Rumford, Maine. To that place his youngest son accompanied him; the other children then living having arrived at manhood. Rumford was then but another sphere of pioneer life,—principally surrounded by wilderness, there being no settlements on the north. Indeed, settlements had extended but a few miles on either side of the Androscoggin, and from Ellis river, a tributary uniting with it in that town.

Rumford was in a transition state, and, though rapidly increasing in population, the schools were of the kind described in Mr. Burton's graphic "*District School as it was.*" The care of a small farm and other circumstances prevented Read's attendance even at these schools

more than a few months, till after the decease of his father, which occurred in 1814.

Left now to the guidance of his own inclination and judgment, young Hall undertook in earnest to qualify himself to become a TEACHER. With no patrimony, he was entirely dependent on his own efforts. He was besides always a sufferer from diseases developed in childhood, and which interfered with his ability to perform an amount of manual labor, common to young men of his age. After some time spent in study, under the direction of Rev. Daniel Gould, who succeeded his father, as pastor of the church at Rumford, he entered upon his chosen employment, in 1815, in that town, and continued to teach there and at Bethel, during that winter. His purpose then was to prepare for college, and to become a minister of the Gospel. As a teacher, he felt himself greatly deficient in necessary qualifications, but his success was very much beyond what he had dared to expect. In fact the spirit of the pioneer and originator soon began to work outwardly, as it had been trained to do within. After he had become well acquainted with his school at Bethel, he endeavored to introduce some improvements. Among these was the writing of compositions. This awakened at first strong opposition among both pupils and parents. It had never been required in a district school before, within the knowledge of either the instructor, the scholars, or the parents. The latter took the part of their children, because they believed them incapable of the task, and the scholars, thus sustained in their disinclination to attempt it, asked with one consent to be excused. The instructor requested the attendance of both parents and pupils the next evening, to hear his reasons for endeavoring to introduce the exercise. At this meeting his object was to convince all of both the practicability and usefulness of such an exercise; and, having given them his reasons, he left the decision with themselves. The result was a demonstration of his remarkable *pedagogical* powers. When the day for compositions arrived, he had the satisfaction of receiving one from *every one* of those whom he had requested to unite in the exercise, and, among others, from a little girl, eleven years old.

On receiving and reading the compositions, he affectionately thanked his pupils for the effort they had made, and told them that, with few exceptions, the compositions were better than he had expected,—that they had proved the truth of the adage, "Where there is a WILL, there is a WAY." From that time writing compositions was a weekly exercise. And this success marked at least as decided an era in the teacher's progress as in that of his pupils. It assured him that much more could be accomplished for the benefit of schools, if the right

means were used; and he became convinced and was led to feel that this ought to be attempted, both by himself and others.

During the spring and summer of 1818, Mr. Hall attended an academy at North Bridgeton, Maine, under the instruction of Rev. V. Little, and, in the autumn of that year, entered the Kimball Union Academy, at Plainfield, New Hampshire, where some assistance was offered to young men preparing for the ministry. With this seminary he was connected for nearly three years, teaching a part of each year at Lyndeborough and Wilton, New Hampshire. In these places he succeeded in effecting important changes, both in the studies prosecuted and the books used. His first aim was to awaken a thirst for necessary knowledge, and to convince all that ignorance of the branches which could be required in the common school, was not merely a misfortune, but a sin. An unusually large proportion of the members of the school at Lyndeborough were over sixteen years of age, and several were between twenty and thirty. Nothing but the elementary branches had ever been taught in these schools; not even geography. This study, with the history of the United States and natural philosophy, he introduced during the first winter, and intense interest was awakened by them. It was asserted, by both parents and pupils, that more progress was made in the school during that winter than in all the five preceding. He was employed to teach in the same place the ensuing autumn and winter. Several other studies were then introduced, and the school attracted much notice, both there and in the neighboring towns. His success, in fact, was so marked that his services were sought in many places, at almost any wages that he was disposed to ask. The next winter he taught at Wilton; and also during the autumn and winter succeeding. The results here were still more satisfactory, and a new era commenced in the schools of that town.

It must by no means be supposed that Mr. Hall's success was due solely or chiefly to his intellectual activity and enterprise, and the stimulating effect of these, and of new studies upon young minds. His influence through the conscience and the affections was still more decided and important. It was felt, throughout the school, that Mr. Hall would do what was right, and that it was the desire of his heart above all things that every member of the school should also do what was right in the sight of God. The sense of duty—the feeling of accountability for talents and opportunities, and a proper regard for the just claims of others, were carefully cherished; it was the public sentiment of the school that the teacher was the helper and friend of all, and that an exact compliance with his wishes was wisest and best.

The best lessons of the "*Lectures on School Keeping*," were working themselves out in actual realities. But these labors were too much. Mr. Hall's health became seriously impaired; and, after a period of great prostration, he was obliged, reluctantly, to abandon his intention of entering college, and pursue a less complete course of study. He left Meriden, and studied theology, first with Rev. W. Chapin, at Woodstock, Vermont, and then with Rev. W. Eaton, of Fitchburg, Mass., at which place he taught a school, in 1822.

While at Fitchburg, he was advised by several clergymen not to defer longer his entrance upon the work of the ministry; and, although not himself convinced, he consented to refer the question to the Worcester North Association. By that body he was licensed, and immediately received a commission from the Domestic Missionary Society of Vermont, to labor at Concord, in that state.

At Concord, it was one of the first duties with him to visit the schools. He soon saw that the time of many of the children and youth was nearly lost, through the deficiencies of the teachers employed, and felt that in no way could he accomplish more good, than by efforts to "teach the teachers" of these and the neighboring schools.

When, therefore, he received from the church and people an earnest request to remain with them as pastor, his consent was given, on the condition that he should be allowed to open a school for the instruction especially of those in town who desired to become teachers. With that understanding, he was ordained, March 5th, 1823, and, the following week, opened the proposed seminary. He admitted a class of *young* pupils, as well as classes of those more advanced; the former rather as a *Model School*, in the instruction of which he intended to illustrate to those intending to become teachers, both how children should be governed and instructed.*

In order to awaken greater interest in the education of teachers, Mr. Hall prepared a course of lectures on school keeping, probably some years earlier than any other effort of the kind was ever made, either in the United States or Great Britain. These lectures were

* In order to a correct estimate of Mr. Hall's place in the history of educational improvement in this country, the dates are important. Here, in an obscure corner of New England, under the hand of one who was, to a remarkable degree, self-taught, self-prompted, and alone in planning it, was an institution with all the essential characteristics of a Normal School, eighteen years before the Massachusetts movement had reached that point of development which secured the establishment of the Normal School at Lexington. [See Vol. IV., pp. 215–289, of this Journal.] Mr. Hall was, in fact, a "teacher of teachers," at the head of such institutions almost continuously for more than seventeen years from this date; namely, at Concord, from March, 1823 to July, 1830; at Andover, from September, 1830 to June, 1837; and at Plymouth, N. H., from June, 1837, to May, 1840. The *chronological* plan, and independent origin of the "*Lectures on School Keeping*," are also important.

written without any aid from books or periodicals. When first delivered, there was not a single tract, within his knowledge, furnishing even "*hints*" on the subjects discussed.

"THE AMERICAN JOURNAL OF EDUCATION" was commenced in 1826, three years after the commencement of this school, and was at once heartily welcomed by Mr. Hall as a most important auxilliary. Every page was carefully read, as the numbers successively came to hand. The influence of that work, both while conducted by Mr. Russell and afterward by Mr. Woodbridge, was most highly salutary to the interests of education in the country. Many teachers besides himself regarded the work as the beginning of a new era in the progress of popular education. Some of the oldest writers in the country were secured as contributors, and very able discussions enriched its pages.

With the hope of awakening the attention of parents and children in the state to a subject almost entirely neglected in the schools, Mr. Hall prepared and published, in 1827, the "*Geography and History of Vermont.*"* The success of this little volume exceeded the author's expectations. It was very soon introduced into most of the schools in the state, and was regarded with favor by teachers generally.

Some who had heard the "*Lectures on School Keeping,*" expressed an earnest desire that they might be published. Mr. Hall accordingly conferred with friends in Boston, and teachers in other places, and the result was, its appearance from the press in 1829, and the sale of the first edition in a few weeks. A second edition was issued; and, soon after, an edition of ten thousand copies was printed on the order of the superintendent of common schools in New York, for distribution to all the school districts in that state.

About the time of the publication of these lectures, the trustees of Phillips Academy, Andover, erected a spacious building, with the design of establishing an English Department. In this effort, they had primary reference to the necessities of those who were to become teachers in "Common and Higher Schools."

The appearance of the Lectures, while the building was in progress,

* Of this work, the editor of the Journal, unsolicited, gave the following notice :—

"This is one of the most judicious and practical books for a primary school that we have yet seen. We value it, not so much for its entire correspondence with the views so often expressed in our pages, as for the uncommon quantity of useful and interesting matter it contains, and for its happy adaptation to the minds of children. The geographical details are well selected; and the chapter on natural history will furnish much food for thought, and will aid the early formation of good mental habits. The civil history is sufficiently copious for the purposes of such a volume; and the account of the hardships of the early settlers is highly instructive and entertaining.

Books, such as this, contain the true elements of enlightened patriotism, and possess a much *higher* value than is apparent at first sight."

and while the trustees were inquiring for a principal to take charge of the new seminary, led to a request that Mr. Hall would consent to be a candidate. Though he had, for more than a year, found his health seriously impaired by the care of a large parish and the labors of the school at Concord, and supposed he must soon relinquish one or the other, he shrunk from the responsibilities of the seminary at Andover. He felt the disadvantages of his early education; and, replied frankly that, in his opinion, some other person ought to be selected, declined the invitation. It was still, however, urged upon him, and in the result, after a long correspondence, his name was placed with those of other candidates, and he received the appointment, and was soon after released from his engagements at Concord.

The seminary was divided into three departments. The Normal or Teachers' Department; the General Department, designed to prepare young men for business; and the Boy's Department, or Model School. The "*Annals of Education*," for 1834, contains the following notice of the first of these departments:—

In the TEACHER'S DEPARTMENT are *three classes*. The course of study can be accomplished in three years. But, as the middle and senior classes are expected to be absent to enable them to teach during the winter, the course requires three and a half years. The regular time for admission is at the commencement of the summer term. Candidates for admission to the junior class, must be prepared to pass a satisfactory examination on the sounds of English letters, rules of spelling, reading, geography, first principles of etymology and syntax, intellectual arithmetic, history of the United States, ground rules of written arithmetic, and fractions. The year is divided into *three* terms, and the following studies are pursued at each:—

JUNIOR CLASS.

First Term.—English Grammar; Intellectual Arithmetic, *reviewed*; History of United States, *reviewed*.

Second Term.—Written Arithmetic; Geography, ancient and modern; History of England.

Third Term.—Written Arithmetic, *finished*; Linear Drawing, Construction of Maps; Use of Globes; Book-keeping.

MIDDLE CLASS.

First Term.—Algebra; Euclid; Rhetoric.

Second Term.—Algebra, *finished*; Trigonometry; Chemistry.

Third Term.—Chemistry, *finished*; Surveying; Spherical Geometry, Conic Sections.

SENIOR CLASS.

First Term.—Natural Philosophy; Logic; Civil Engineering.

Second Term.—Natural Theology; Evidences of Christianity; Moral Philosophy; Astronomy.

Third Term.—Political Economy; Intellectual Philosophy; Art of Teaching.

All the members of the junior class attend to the "*Political Class Book*" on Saturdays, and declamation and composition on Wednesdays, through the year. The middle and senior classes write compositions on subjects connected with the art of teaching.

Lectures are given, accompanied with illustrations and experiments, on the most important studies; particularly, natural philosophy, chemistry, and school keeping. Each one who finishes the course will have attended more than fifty lectures on the latter subject.

When the Teachers' Seminary, at Andover, was established, no

similar institution existed in the United States. The Prussian Normal Schools could not be closely imitated in this country, on account of great diversity of condition. Mr. Hall was obliged to *originate* every thing, according to his own judgment, and the limited experience he had.

The course of study to be established, and the length of time which it should occupy, demanded the exercise of great discrimination. If too much were attempted, but few would be willing to enter upon it; and, if too little, the qualifications of teachers would be superficial. A *three years'* course was established as, on the whole, preferable to one longer or shorter. And, so far as he had opportunity to know the opinion of the patrons of the seminary and the public, the length of time and the arrangement of studies were approved. A very obvious increase of interest in popular education was soon apparent. This was a source of encouragement, no less than of gratification. Applications for the services of the members of the seminary, to teach school, were greatly beyond the supply; while the compensation offered was more than doubled within a few years.

In this new and wider sphere, and with these encouragements, Mr. Hall's plans naturally received a larger development. It occurred to him that a new impulse might be given to the cause of *popular education*, by organizing a society, and employing agents to visit different parts of the country, who, by lectures and otherwise, might awaken the attention of parents to the defects of schools, and to the loss sustained by the rising generation. He invited the co-operation of the professors and students of the Theological Seminary, the teachers in the Latin School, and in the Female Seminary, at Andover, and several of the earnest friends of popular education in Boston and other places. The result was, the formation of the AMERICAN SCHOOL AGENTS' SOCIETY.

This, it will be seen, throws considerable light upon the agency of the subject of this notice, in planting those seeds which have germinated, and are now producing such rich fruits in Massachusetts. At this time, none of those noble agencies were organized by the Commonwealth, which have since gladdened the friends of popular education. The spirit of improvement, though already extensively awakened, and full of hope and promise, had not yet embodied itself in the form of law.

In the formation of the American Institute, in 1829, Mr. Hall had co-operated, and was to have given one of the lectures at the first meeting, in August, 1830, but was providentially prevented from at-

tending. At the second meeting, August, 1833, he read a lecture on the "Necessity of Educating Teachers;" and, at another, one on "School Government."

His position involved a large amount of miscellaneous labor. As the head of a seminary, he received numerous applications for teachers. Many teachers also, not connected with the seminary, applied to him to obtain schools. These applications imposed upon him a very extensive correspondence, which, to one already overburdened with labor, was so onerous that his health soon became seriously impaired, for it obliged him to use, in work, time needed for sleep and exercise. It was no uncommon thing for him to be occupied in school, and at his desk, from sixteen to eighteen hours of the day. He was obliged to employ many assistant teachers from time to time, and superintending their labors was not a light task, while the government and direction of studies of the entire school devolved wholly on him. For a limited period, Mr. John Q. A. Codgell was with him, as associate principal. But this arrangement was not entered into with a view of permanency, and was continued only a few terms.

Several books, published during this period, added considerably to Mr. Hall's labors. He wrote and published the "*Child's Geography*," to illustrate what he regarded an error in the mode of teaching that branch; reversing the order that had been invariably pursued, and beginning with a description and map of a town, and ending with a map and description of the world. The sale was large, and continued long after other works of a similar kind were in the market. The "*Grammatical Assistant*," the "*School Arithmetic*," "*Lectures on Parental Responsibility and Religious Training*," "*A School History of the United States*," jointly prepared by him and Rev. A. R. Baker, "*Lectures to Female Teachers*," "*Teacher's Gift*," and "*What every boy can do*," were successively published, in addition to many anonymous articles in the "*Annals of Education*" and other periodicals. Several of these works were written, and all of them published, between the years 1830 and 1838. Of most of them, several editions were called for. By the misfortune in business of some of the publishers, while the works were in press, the success of two or three was less than it would otherwise have been, although the author never made any efforts to secure the success of his books after committing them to the press. Some were less carefully prepared than others. But those which cost him most labor were the most successful. This was true especially of the "*History of the United States*," the body of which was entirely his work, and which he regarded as the best he ever wrote. The publisher failed in busi-

ness while it was in press, and nothing was done to introduce it to the notice of teachers.

In the midst of these labors, at the commencement of the summer term, 1834, Mr. Hall was arrested by a very serious attack of pneumonia; and, although he partially recovered after a few weeks, he was obliged, in consequence, to withdraw from active efforts on behalf of several objects, and especially the School Agent' Society. He was not himself able to attend the annual meeting of that year, and was pained to know that most of those on whom most reliance was placed to carry out its plans, were also in feeble health, or had left New England. Not entirely recovering from the attack of pneumonia, the harsh coast climate affected him unfavorably. He was, therefore, inclined to accept the appointment, received at this time, of president of the new collegiate institution at Oberlin, Ohio; but yielded to the remonstrances of the Andover professors and others, against undertaking, in his state of health, so laborious an enterprise.

During the years 1834–36 also, Mr. Hall was subjected to very heavy domestic bereavements, in the death of more than half of his family; three children and his wife. Under these accumulated trials, his health declined so much that he felt constrained to tender his resignation to the trustees, and seek a residence in the interior, removed from the influence of its damp and chilly winds. When this became known, he received numerous invitations to occupy other fields, some from the south, and some from the west; but he thought a northern location promised more for his restoration to health. The trustees of Holmes Plymouth Academy, located near the geographical center of New Hampshire, had projected a theological department in the seminary under their care, and erected spacious buildings. Mr. Hall was chosen its principal, in January, 1837. But, before the plan was fully matured, a similar institution was established at Gilmanton, in the same state. When this fact was made known, Mr. Hall strongly advised the trustees to make the institution at Plymouth a Teachers' Seminary, for both males and females, and to modify their decision with regard to a theological department. On this ground alone was he willing, under all the circumstances, to accept the office. The trustees acquiesced. Their efforts had been commenced with confident expectation of receiving a donation of fifteen thousand dollars from a former citizen of Plymouth, who had emigrated to Alabama. This, with funds already possessed, encouraged the hope that a *Teachers' Seminary* of *high order*, could be founded and sustained. In this hope, Mr. Hall assumed the charge of the institution, in June, 1837. A plan of study for both a male

and female normal department, and for a classical and general course, was drawn up, and regular classes were formed at the opening of the school.*

At Mr. Hall's suggestion, Rev. T. D. P. Stone was elected associate principal, and filled that office from the autumn of 1837, but resigned the next year, to take charge of the Abbott Female Academy, at Andover, Mass. The number of pupils at Plymouth, the first year, was two hundred, and during the second, two hundred and forty-eight. The seminary was pre-eminently successful. But, after nearly three years, the expectation of the ample funds that had been relied on failed. Reverses in business on the part of others, also, made it evident that the trustees must fail of ability to sustain the school, with an efficient board of teachers; and the principal resigned his office. His health had been materially benefitted by change of residence, and but for the pecuniary embarrassments of the Board, he would have continued to consecrate his powers to the education of teachers, and the advancement of popular education. He had, however, devoted seventeen years to the work of "teaching teachers;" had originated many improvements in the mode of conducting schools,—had seen a new era commence in the educational advancement of the country, and was permitted to rejoice in the success of many teachers who had been trained under his guidance. He felt that his personal efforts were no longer essential in that field of labor. Seminaries were established, and other arrangements made in many places, for educating teachers, and would, he believed, soon become accessible to a large

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*The design of the seminary and course of study, stated in the catalogue for 1838, were as follows:—"This seminary has been founded with the hope of improving popular education, by elevating the character of teachers. The trustees have three prominent objects in view: 1. To EDUCATE TEACHERS for common and other schools; 2. To fit students for college; 3. To furnish the means for a thorough English education. The original design of making THEOLOGY prominent has, on account of circumstances, been modified. The school embraces a department for males, and one for females. The academic year is at present divided into four terms, of eleven weeks each. The course of study in the Teachers' Department requires four years in the Male Department, and three in the Female Department; with the exception of one term each year, during which the members may be absent to teach school. Studies are pursued according to the following schedules:—

TEACHERS' COURSE OF STUDY IN THE MALE DEPARTMENT.

PREPARATORY YEAR.

Fall Term.—English Grammar and Intellectual Arithmetic.
Winter Term.—History United States; Watts on the Mind; Geography, *commenced.*
Spring Term.—English Grammar and Arithmetic, *completed;* Geography, (U. S.)
Summer Term.—History of England; Watts on the Mind, *reviewed;* Geography, *completed;* Exercises weekly in Singing.

JUNIOR YEAR.

Fall Term.—Arithmetic and Grammar, *reviewed;* Construction of Maps; Physiology, (with lectures.)
Spring Term.—Natural Philosophy, (with lectures;) Rhetoric; Botany, (with lectures.)
Summer Term.—Book-keeping, (by double entry;) Logic.

number of those who designed to enter that responsible vocation. Much as he had always "loved teaching," he loved the work of the ministry more, and consented again to be a candidate for the pastoral office. Of several invitations immediately received, he chose, for various reasons, to accept a call from the church and congregation at Craftsbury, Vermont. This town, in Orleans County, beautifully situated in the Y of the Green Mountains, is remarkably healthy, and contained a very intelligent society. The "Craftsbury Academy" in the town had long been a flourishing school. With a call from the church, he received, also, an appointment as principal of the academy, but with the expectation, on the part of the trustees, that he would employ assistant instructors to do most of the routine school work. By this arrangement, he hoped still to advance the interests of education, while, at the same time, his principal energies would be consecrated to the work of the ministry.

Mr. Hall accordingly removed to Craftsbury, in May, 1840, and,—true, still, to his early convictions and impulses,—at once organized a Teachers' Department in the Academy, in addition to a Classical and General Department. It was thought advisable that the course of study in the Teachers' Department should, at first, occupy but three years, the county being comparatively new, and the means for obtaining an education more limited than in older portions of the country. The school was more numerously attended than he had expected, from its retired location. A respectable number entered the department for teachers.

During the following years, a great increase of religious interest in Mr. Hall's parish made it impracticable for him to devote so much of his time to the school, and, in 1846, he resigned the care of it wholly;—except giving lectures to the students on the Art of Teaching, and on other subjects.

From that date to the present time, Mr. Hall has had little *direct* connection with the educational interests of the state, except to discharge the duties of county superintendent of common schools, and to co-operate with a county association of teachers, and a county natural and civil historical society. Of the latter he is now president. While the office of state superintendent of schools was continued, he was associated with that officer in conducting teachers' institutes, in several counties.

He retained his connection with the church at Craftsbury until 1854, when, in consequence of impaired health, he solicited a release; and during the following year was installed at Brownington, in the same county, a parish of less extent, where he is now discharging the duties of a New England pastor.

It may readily be inferred, from the preceding sketch, that Mr. Hall's studies, self-prompted and self-guided as he was in early life, and in working his way to his best conclusions, have been industriously pushed in more than one direction. His love of geology and natural history and his familiarity with those subjects, especially as the actual facts had come under his observation, led to his employment in the geological survey of Vermont for several seasons, and he is understood to be under a similar engagement for another year, as an assistant of Dr. Hitchcock. During the last four or five years, he has devoted his spare time to inquiries and collections for a work on the early history of Northern Vermont and the natural history of Orleans County, which is nearly ready for publication under the auspices of the "Natural and Civil Historical Society," of which he is president.

As a tribute to Mr. Hall's attainments and services, the trustees of Dartmouth College, some years ago, conferred on him the honorary degree of Master of Arts.

JAMES G. CARTER.

James G. Carter, to whom more than to any other one person, belongs the credit of having first arrested the attention of the leading minds of Massachusetts, to the necessity of immediate and thorough improvement in the system of free or public schools, and of having clearly pointed out the most direct and thorough mode of procuring this improvement, by providing for the training of competent teachers for these schools, was born in Leominster, Massachusetts, Sept. 7th, 1795. His father's house was on the family homestead, first settled by his grandfather, in 1744, and on a rise of land called, from the owner's name, Carter's Hill.

Up to the age of seventeen he lived the ordinary life of a New England farmer's son; alternating between the summer's work and the winter's schooling, which was all the education that his father's means would allow. At that age he quietly formed the resolution of paying his own way through a preparatory course, at Groton Academy, then under the care of that well-known and respected teacher, Caleb Butler, and a collegiate course at Harvard College; which he accomplished, earning his money by teaching district school and singing school, and by occasional lectures upon the mysteries of their craft before masonic lodges.

He was always on good terms with his class-mates, and among the foremost in his studies. His most intimate friend among them all was the celebrated Warren Colburn. Indeed, much of the methodizing of Mr. Colburn's "*First Lessons in Arithmetic*," was derived from the author's constant consultations with Mr. Carter, who discussed and decided with him, among other questions, that whether problems of a concrete nature should precede the more abstract. The conclusion was that they should.

Mr. Carter graduated at Harvard, in 1820, having spent the preceding winter in teaching at Cohasset, Mass. The school was composed chiefly of young seamen, who improved the winter months in searching for a "northern passage" to learning. They had mutinied under several former teachers, and Mr. Carter's services were secured because of his reputation in discipline. Many of the pupils were larger and older than the master—but the resolute eye, and self-possessed manner of the latter as he took his seat at the desk, and after

a few words, began to read aloud from a book which lay before him, arrested the attention, and excited the interest of the former, and formed the first link in a chain of influences by which he secured their ready obedience, and devout attachment. The pupils and the committee, at the close of the term, united in a letter of thanks for his valuable services to the district.

On leaving college, Mr. Carter opened a private school, in Lancaster, Mass., where he received into his own family many "suspended" students from Harvard College, and correcting the errors and supplying the defficiencies in the education, both moral and intellectual, of this class of pupils, he had an opportunity of pursuing still further the study of the great subject of instruction, and maturing his own views as to the thorough and radical improvement of schools. To his mind education developed itself as a science, and teaching as an art, and to the dissemination of correct views on these points, he addressed himself with the enthusiasm of an original thinker, and a practical man.

His first publication in behalf of popular education appeared in the Boston newspapers, in 1821, and from time to time through the same channel, until 1824, when he issued, in a pamphlet of one hundred and twenty-three pages, his "*Letters to the Hon. William Prescott, LL. D., on the Free Schools of New England, with Remarks on the Principles of Instruction.*" In these letters, Mr. Carter traces the history of the legislature of Massachusetts, respecting free* or public schools—points out the condition of the schools, and dwells on the depressing influence which the establishment of academies and private schools, and the neglect of public grammar or town schools had exerted on the common schools. The original school policy of Massachusetts contemplated the establishment in every large town of at least one school of a higher grade of studies than the district school, with a teacher of college qualifications, so as to bring the means of preparing for college within the reach of the poor, and, at the same time, of qualifying teachers for the district schools. By degrees the requirements of the law were relaxed, until by degrees the place of the town grammar school was filled by an incorporated academy. In view of this state of things, Mr. Carter remarks:—

What would our ancestors have thought of their posterity, those ancestors, who, nearly two hundred years since, amidst all the embarrassments of a new settlement, provided by law for the support of grammar schools in all towns of one hundred families, "the master thereof being able to instruct youth so far as they

* In the early legislation of New England, *free* schools meant *endowed* schools, and generally, schools intended for instruction in Latin and Greek. They were intended to occupy the place of the grammar schools of England. The name was afterward given indiscriminately to elementary and grammar schools.

may be fitted for the university?" or what would our fathers have thought of their children, those fathers who, in 1780, enjoined it in their constitution, upon "the legislatures and magistrates, in all future periods of this commonwealth, to cherish the interests of literature and the sciences, and all seminaries of them; especially the University at Cambridge, public schools, and grammar schools in the towns;" if they could have foreseen, that after one relaxation and another, in forty years, those children would so far forget their duty to "cherish the grammar schools," as to strike them out of existence? What the peculiar condition of the people of this state is, which renders the support of this class of schools unnecessary, impolitic, or unjust, I have never been able to understand. And, although I have been at some pains on the subject, I have never yet learned what the arguments were, which carried the repeal of the law through the last general court. Arguments there must have been, and strong ones, or such an alarming innovation would never have been suffered, upon an institution, to which the people, till quite lately, have always expressed the strongest attachment. Was that class of schools considered unnecessary? If so, what has made them unnecessary? Either the people have no longer need to receive the kind of instruction those schools were intended to afford, or they must receive the same instruction in some other way. The policy, and in our government, the necessity of eliciting the talents of the country, by every possible means, will be demonstrated when we consider how many of our most distinguished jurists, statesmen, and divines, have received their early instruction in the primary and grammar schools of some obscure country village. None, I believe, can be found, who will say the people have no longer *need* of such facilities for bringing forward to notice the promising talents of their children, and of giving to our country some of its greatest benefactors. Then by abolishing the grammar schools, it is expected the people will receive the same instruction in some other way. But two possible sources occur, which promise in any degree to supply the chasm in the system. The primary schools on the one hand, and the academies on the other. Neither of these sources will answer the expectation, or be adequate to the purpose. The primary schools will not come up to the necessary standard, either as they are contemplated by the law, or as they are, and promise to be, supported by the people. And the academies are out of the reach of precisely that class of people who most need the encouragement offered by the late grammar schools. The effect of the repeal of the law upon the primary schools, is as yet, but matter of conjecture. It is probably expected by some, and it is certainly to be hoped by all, that striking from the system the class of schools immediately above them, they will be improved so as in some degree to supply the place of the higher schools. If this expectation had any foundation, or if there were any probability it would be realized in some good degree, it would not be so much a matter of regret, that the late measure was adopted. But several reasons induce me to believe that the expectation is altogether visionary; and that the measure will have a tendency to sink, rather than improve, the condition of the primary schools.

But it may, perhaps, be said, the qualifications of the instructors are as high, for all practical and useful purposes, as they were under the former law, as it was executed. In the first place, it is not fair or just to reason from the law as it *was executed*, rather than as it *should have been* executed. In the next place, allowing ourselves so to reason, we shall not, I believe, arrive at the same result. The qualification of the grammar schoolmasters were, that they should be "of good morals, well instructed in Latin, Greek, and English languages." This class of schools is now abolished, and "geography" is added to the former qualifications of the teachers of primary schools. Allowing the two classes of schools to have been perfectly amalgamated, which is a great concession in point of fact, as well as acknowledging a great perversion of the law; we have dispensed with Latin and Greek, and require geography in their stead. I have no desire to lessen the estimation in which geography is held as a study peculiarly adapted to our primary schools. And I am ready to concede, that probably ten will wish to study geography where one would wish to study Latin and Greek. Now, if an instructor, who is qualified to teach Latin and Greek, could not by any possibility be qualified, at the same time, to teach geography, and all the minor studies of our schools, I should consider myself as having conceded the whole argument. But this is not the fact. These qualifications are so far from being incompatible, that

they *generally* exist in a superior degree in connection with each other. The connection, to be sure, is not so essential, that a man may not be a very good teacher of Latin and Greek, and still know very little of any thing else. Still, as the studies are arranged in all our schools, academies, and colleges, where young men are prepared for teachers, all the elementary studies, including geography, are generally taught before the languages. So that, by adding them to the qualifications, even if it were *never* required of the instructors to teach them, we insure more mature and accomplished scholars in those branches which are more frequently and generally taught. I would not be understood to discuss, much less to approve, this arrangement of studies for those destined to be scholars by profession. Such arrangement exists, and I avail myself of the fact for my present purpose. But besides insuring better teachers for the common branches, there are always some who would attend to the languages, as preparatory to a public education, if they had opportunity. And, if affording the opportunity to all of every town, should be the means of drawing out but few of superior talents, even those few are worthy of the highest consideration and regard from the public who possess them. These and similar considerations, which I can not here state, have convinced me, I know not whether they will convince any one else, that the repeal of the grammar school law, even if we could never hope it would be executed upon a more liberal construction than it has been for the last ten years, will have a direct tendency to sink the condition and prospects of the primary schools.

As the academies are not entirely free schools, we can not calculate upon *them* to supply instruction to the mass of the people. These are most respectable establishments, and some of them are hardly inferior, in the advantages they afford for acquiring a thorough education, to some institutions which are dignified with the name of colleges. It is not desirable that their condition should be impaired. Nor need any fears be entertained that their condition will be impaired. There are enough in the community who duly estimate the advantages of a good education, and who are able to sustain the expense of these schools to insure their permanent support. And as the other classes of schools which are free, are annihilated or decline in their character and condition, the academies will be encouraged by those who can better appreciate the advantages of good schools, and better afford the necessary expense. So far as it regards the accommodation and pecuniary interest of the rich, and those of moderate property, it is matter of indifference, whether the legislature or public make any appropriations or provisions for schools or not. They can and will take care for themselves. These are not the classes of the community to suffer, when government withhold encouragement from the schools. It is the poor who are to suffer. They must educate their children in *free* schools, and in their own neighborhood, or not educate them at all. The expense of tuition, of books, and of board at the academies are so appalling, as to put the advantages of those schools quite beyond the power of a vast proportion of the community. In the towns where academies happen to be fixed, the poor will of course derive some increased advantages; but these towns are so few compared with the whole, and the incident expenses for books and tuition are so considerable, that for all purposes of directly and efficiently educating the whole mass of the people, the academies may be left out of calculation. For not one in twenty, if one in fifty, throughout the state, will ever find their way to any of them.

From the external organization of the system, Mr. Carter passes to the consideration of the defects of the schools, and the means of improvement.

Two principal causes have operated from the first establishment of the free schools to impair and pervert their influence: incompetent instructors, and bad school books. It is not a little surprising, that a public so deeply impressed with the importance of the system of schools, and so resolved to carry it into full operation, by liberal appropriations, should stop short of their purpose, and stop precisely at that point, where the greatest attention and vigilance were essential to give efficacy to the whole. I do not mean that much good has not been realized; on the contrary, as has been repeatedly remarked, the success of the free school system is

just cause of congratulation; but I mean that their influence has not been the greatest and the best which the *same means*, under better management, might produce.

The employment of incompetent and inexperienced instructors has probably arisen more from the peculiar situation of the country, than from any negligence or indifference on the subject. So many opportunities are open for industrious enterprise, that it has always been difficult to induce men to become *permanent* teachers. This evil, although a serious one, is one which can not at present be removed; but its bad effects may be more qualified, by raising the character and acquirements of instructors to a higher standard. The whole business of instruction, with very few exceptions, has hitherto been performed by those who have felt little interest in the subject, beyond the immediate pecuniary compensation stipulated for their services. And even that has been too inconsiderable, to render a want of success in the employment, a subject of much regret. This remark applies to almost all instructors, from the primary schools up to the higher schools; and it has no very remote bearing even upon some of the instructors in our colleges. Three classes of men have furnished the whole body of instructors.

1st Those have undertaken to teach, who had no better reason for it, than that the employment is easier, and perhaps a little more profitable than labor. No doubt many excellent instructors belong to this class. A college education is by no means essential to a good teacher of a primary school. But it must be confessed, that many of this class have been most lamentably deficient in those literary qualifications which *are essential* to any instructor; and, perhaps, still more deficient in their notions of decency and propriety, which never approach to refinement in manners. In the same degree, the schools may be made a most efficient instrument for improving and elevating the state of society when under the direction of men who have themselves been properly taught, they may be the means of disseminating or perpetuating grossness in manners, and vulgarity, when under the direction of different characters.

2d. A second class are those who are acquiring, or have attained a public education; and who assume the business of instruction as a temporary employment, either to afford a pecuniary emolument for the relief of immediate necessities, or to give themselves time to deliberate and choose some more agreeable and profitable profession. This is, probably, the most useful class of instructors; although their usefulness is much impaired by a want of experience and engagedness in the business. The thought that the employment is temporary, and that their ultimate success in life is not much affected by their success as teachers, can not fail to weaken the motives to exertion, and discourage the sacrifices necessary to the successful teacher. The duties of the instructor are so arduous, under the most favorable circumstances, that he needs all the motives to perseverence, which exclusive devotion to the business or self-interest can suggest. His prospects of happiness and respectability in life, therefore, should be more identified with his success as a teacher.

3d. The third class is composed of those who, from conscious weakness, despair of success in any other profession, or who have been more thoroughly convinced, by unfortunate experiment, that they can not attain distinction, perhaps even subsistence, by any other means. There may no doubt be found individuals among this class who are respectable and useful instructors. But as a class, they are the most exceptionable of the three. To develop the powers of the human mind, in the most successful manner, requires a discrimination and judgment which it seldom falls to the lot of men of indifferent talents to possess. In the science of instruction there is full scope for the best talents, and largest acquirements. All the elevated qualities, either of mind or heart, which are necessary to insure success in any of the professions, are essential to the accomplished instructor. And some qualities are required which are not so important in any other profession. How can he hope to arrange and adapt the studies of a child, so as to call forth and strengthen the different powers of the mind, in their natural order, and in the most successful manner, who is not capable of enumerating those powers; much less of analyzing them and understanding their mutual relations and dependencies. Such, however, is the present condition of our country, so numerous are the demands for instructors in the primary and higher schools, and so various are the *private interests* which will be felt in the selection of

them, that it is, probably, too much to expect all to have the discrimination necessary, in order to become accurate and original observers of the phenomena of the youthful mind. But we have much to hope from those who can better appreciate the importance of a correct system from instruction, from the encouragement of individuals, and the patronage of those large towns which carry education to its greatest perfection. It is to these sources we must look for the first examples in improvement.

A large portion of the "*Letters*" was devoted to an advocacy of the introduction of the principles of inductive logic into all the different branches of education, which he illustrates by examples of inductive teaching in the languages, in geography, and in arithmetic; the last as exhibited in W. Colburn's "*First Lessons.*" The "*Letters*" conclude with the following anticipations of the progress of education in this country:—

The science of instruction is the sphere, and our country is the place for free and unembarrassed exertion. Hope certainly gives us a bright and animating prospect in the distance. The subject of education has never excited so deep and lively an interest, in every part of our country, as at present. If this interest can be directed by the wisdom and experience of the more enlightened, it can not fail of a great and happy effect. The *importance* of the subject has long since been felt; the time has come when attention should be turned to the *nature* of it. We may then hope for those improvements of which the subject is susceptible; and those splendid results in the state of society, which the more ardent and philanthropic anticipate. But science now sits solemn in her temple afar off. The ways of approach are dark and devious. A few votaries only, by chance or untired perseverance, gain access, till, at the expense of half their lives, they are warned by experience, like an inspiration from above, to become as little children, that they may enter. But when the influence of education is more duly estimated, and when the cultivation of the head and heart shall be united, and form one distinct and dignified profession, drawing to its practice the greatest and best of men; we may then hope a proper direction will be given to the opening minds and expanding hearts of the young; and that all the deep and permanent prepossessions of childhood and youth, will be upon the side of truth and virtue. Science, philosophy, and religion will then be blended with their very natures, to grow with their growth, and strengthen with their strength. The whole earth will then constitute but one beautiful temple, in which may dwell in peace all mankind; and their lives form but one consistent and perpetual worship.

The publication of the "*Letters*" was followed in the winter of 1824–25, by a series of "*Essays upon Popular Education,*" over the signature of Franklin, in the Boston Patriot, in which Mr. Carter aimed to present the condition, and the means of improving its public schools, in a manner to be appreciated by the people. These essays attracted a large measure of public attention, as originally published, and when issued in a pamphlet of sixty pages, in 1826, under the title of "*Essays upon Popular Education; containing a particular examination of the Schools of Massachusetts, and an outline for an Institution for the Education of Teachers.*" In this series of essays he first gave to the public his plan of a teachers' seminary. These essays, and particularly his views on the principles of education as a science, and his outline of an institution for the education of teachers, attracted much attention. They were very

ably and favorably reviewed in the Literary Gazette, edited by Theophilus Parsons, and of which journal Mr. Carter was editor, in 1826, and devoted a portion of the columns to the advocacy of educational improvements before the public. The essays were made the basis of an article in the North American Review, in 1827, by Prof. Ticknor, and through that article his plan was made known to the English public. Prof. Bryce, in his "*Sketch of a Plan for a System of National Education for Ireland*," published in London, in 1828, speaks of the "outline," as the "first regular publication on the subject of the professional education of teachers which he had heard of."

In the preface to the "*Essays*," Mr. Carter pointed out the disastrous consequences of the neglect of timely legislation in behalf of free or public schools.

The free schools, strange as it may seem, had received almost no legislative attention, protection, or bounty, for nearly forty years. Of course, instead of taking the lead in improvement, as they should have done, they remained as nearly stationary as any institution can remain, in such an age and such a state of society, as those in which we live. Some men of longer foresight, and many, whose interest in the subject was quickened by their having families to educate, saw and lamented this state of things; but, as it was less trouble, on the whole, to build up schools of their own, than to reform those already in existence, they sent in their petitions to the legislature in great profusion for acts of incorporation, and for pecuniary assistance to enable them to establish academies under their own direction. These petitions were usually granted; and donations, small ones to be sure, were made to further their objects. But the obvious tendency of this course of legislation was to help directly those citizens who least needed help, and to encourage precisely that class of schools which, if they were necessary, would spring up spontaneously without the aid of legislative bounty.

Within a few years, even these higher schools, from their unwieldy organization, have ceased to afford such instruction as the public require; and private establishments begin now to take the lead of them. Thus have we departed more and more widely from the principle assumed by our fathers in the establishment of the free schools, viz., to provide as good instruction in all elementary and common branches of knowledge for the poorest citizen in the commonwealth as the richest could buy with all his wealth. Advancement upon advancement has been made by a few, while the mass, who are less vigilant, remain as they were, with only the unconsoling advantage of a little reflected light sent back by those who have gone before them.

The influence of academies on the free or public schools is thus pointed out, and the experience of every New England state, both before and since, confirms the justice of Mr. Carter's view:—

One influence, which they undoubtedly have had, has been to prepare young instructors *some* better than they could be prepared in the town schools themselves. This is a good influence. And if the same object could not be attained much better by other means, it would deserve great consideration in estimating the utility which we are to expect from those establishments for the future. But the preparation of instructors for the free schools never formed a part of the original design of the academies. They were intended to afford instruction in other and higher branches of education than those usually taught in the free schools; and not merely to give better instruction in the same branches. Much less did it come within the wide scope of their purposes to give instruction in the science of teaching generally. So that the little good derived from them in this respect is only incidental.

But the academies have had another influence upon the public town schools, which has much impaired their usefulness, and, if not soon checked, it will ultimately destroy them. This influence, operating for a series of years, has led already to the abandonment of a part of the free school system, and to a depreciation in the character and prospects of the remaining part. And it is working, not slowly, the destruction of the vital principle of the institution, more valuable to us than any other, for the preservation of enlightened freedom. The pernicious influence, to which I allude, will be better understood by taking an example of its operation on a small scale; and then extending the same principle of examination to the whole state, or to New England.

Take any ten contiguous towns in the interior of this commonwealth, and suppose an academy to be placed in the center of them. An academy, as I have before observed, commonly means a corporation, with a township of land in Maine, given them by the state, and a pretty convenient house, built generally by the patriotic subscriptions of those who expect to use it; the instructor being supported, chiefly or altogether, by a separate tax on the scholars. In each of these ten towns, select the six individuals, who have families to educate, who set the highest value on early education, and who are able to defray the expenses of the best which can be had, either in a private school among themselves, or at the academy, which, by the supposition, is in their neighborhood. Now of what immediate consequence can it be to the six families of each town, or to the sixty families of the ten towns, whether there be such a thing as a free school in the commonwealth or not! They have a general interest in them to be sure, because they have themselves been there instructed, and the early associations of childhood and youth are strong; and they have a sort of speculative belief, if it be not rather an innate sentiment, that free schools make a free people. But how are their own particular, personal, and immediate interests affected? Without any libel upon good nature, these are the main springs to human actions. These are the motives which find their way soonest to the human heart, and influence most powerfully and steadily the opinions of men, and the conduct founded upon and resulting from them.

As soon as difficulties and disagreements, in regard to the free schools, arise, as they necessarily must, upon various topics; such as, the amount of money to be raised, the distribution of it among the several districts, the manner of appropriation, whether it be to the "summer schools" or to the "winter schools," to pay an instructor from this family or from that family, of higher qualifications or of lower qualifications, of this or that political or religious creed, or a thousand other questions which are constantly occurring; if any of our six families happen to be dissatisfied or disgusted with any course which may be adopted, they will, immediately, abandon the free schools, and provide for the education of their children in their own way. They may organize a private school, for their own convenience, upon such principles as they most approve. Or, they may send their scholars, at an expense trifling to them, to the academy in their neighborhood. Well, what if they do? The free schools remain, all taxes are paid cheerfully for their support, and the number of scholars is lessened. What is the evil of their sending their children somewhere else to be educated? We should, at first, suppose that it would be an advantage; inasmuch as the amount of money to be expended would be left the same, and the number of pupils to receive the benefit of it would be considerably diminished.

But the evils of this course, and of the general policy of the state government, which has led to it, are very serious ones. When the six individuals of any country town, who are, by the supposition, first in point of wealth and interest in the subject, and who will generally be also first in point of intelligence and influence in town affairs, withdraw their children from the common schools; there are, at the same time, withdrawn a portion of intelligence from their direction, and heartfelt interest from their support. This intelligence is needed, to manage the delicate and important concerns of the schools. And this heartfelt interest is needed, to lead the way to improvements, to stimulate and encourage larger and larger appropriations, and to insure vigilance in their expenditure. Patriotism and philanthropy are dull motives to exertions for the improvement of common schools compared with parental affection. And this quickening power has gone off to the academies or somewhere else with the children, who are the objects of it.

Look at the operation of this influence of the academies upon the free schools, on a still smaller scale. Examine the condition of the latter in the very towns where academies are placed; and where, if their influence be a happy one, we should expect to find the common schools in the best condition. What is the fact? From observation and from information, collected from authentic sources, the assertion may be hazarded that the condition of the free schools will be found, on examination, to be worse, far worse, in those towns than in any others. And it is for this plain reason: because those who can barely afford the expense of tuition, will send their children to the academy, which the state or benevolent individuals have built up for their accommodation, and give themselves no further trouble about the free schools, but to pay the tax-bill for their support, when it is presented.

Thus the men, who would have the most interest in the subject, the most intelligence and the most leisure to conduct the concerns of the town schools, secede from them, and join themselves to other institutions. Abolish the academy and leave these six families of each town to the free schools alone, and you would find all their powers assiduously employed to put them in the best condition possible. Or rather put the free schools in a state to afford as good instruction as the academies now do, and you would supersede, in a great degree, the necessity of them. And it is apprehended that it would be quite easy to place them upon a footing to give even better instruction, at least in all the elementary branches of a common education, than the academies now give or ever have given.

In 1827, Mr. Carter presented a memorial to the legislature, praying for aid in the establishment of a seminary for the education of teachers, with a model school attached. The memorial was favorably reported on by a committee, of which the Hon. William B. Calhoun, of Springfield, Mass., was chairman, and a bill, making an appropriation, was lost by one vote in the senate. In that year, the town of Lancaster appropriated a portion of land, and the use of an academy building, to aid him in carrying out his plan as a private enterprise. He purchased several dwelling-houses, to accommodate his pupils and teachers with lodgings and board, hired assistants, who were to be taught by himself on his plan, and opened his school. Within a few months after his school opened, the people of Lancaster, who did not comprehend the full and ultimate public benefits of the new institution, began to manifest opposition, and threw such obstacles in his way, that he was obliged to abandon his project, as a public enterprise, after having embarrassed himself by his pecuniary outlays for buildings and teachers. He, however, continued to give instruction for many years afterward to private pupils, many of whom are now successful teachers in different parts of the Union.

In 1830, Mr. Carter assisted in the establishment of the American Institute of Instruction, of which he was for many years an officer and an active member. At its first session he delivered a lecture on "the development of the intellectual faculties;' and, in 1831, he gave another on "the necessity and most practicable means of raising the qualifications of teachers."

In 1835, and for several years afterward, he was a member of the legislature; for three years, of the house of representatives; and, in 1838–39, of the senate; and, in that position, as chairman of the

committee on education, drafted several able reports and bills, to promote the cause of educational improvement. During his first term, he secured the appropriation of three hundred dollars a year in aid of the objects of the American Institute of Instruction. In the same session he submitted an elaborate report in favor of "an act to provide for the better instruction of youth, employed in manufacturing establishments,"—which the Hon. Rufus Choate characterized as "a measure of large wisdom and expanded benevolence, which makes it practicable and safe for Massachusetts to grow rich by manufacture and by art." In 1836, as chairman of the same committee, he reported a bill for the appointment of a superintendent of common schools, and advocated the establishment of a seminary for the professional education of teachers.

In 1837, Mr. Carter made a vigorous effort in the house to secure the appropriation of one-half of the United States surplus revenue, for the education of common school teachers. His speech, on the second of February, for this object, is an able exposition of the claims of free schools for efficient and liberal legislation, and of the necessity of an institution devoted exclusively to the appropriate education of teachers for them. His amendment was lost; but he had the satisfaction, at a later period of the session, to draft the bill establishing the Board of Education, which was adopted.

Unfortunately for the cause of popular education, and his own permanent reputation as a teacher and educator, Mr. Carter was drawn away from his school and his study, to plunge into the noisy discussions of politics, and to become involved in the crash of financial speculations and disasters. By so doing he exposed his good name to the detraction and persecution of men whose enmity he had provoked by pecuniary losses and the too strenuous advocacy of temperance and other reformatory movements of the day. Great as were the services rendered to public schools by his pen and his voice,—by pamphlet and by legislation,—his pre-eminent practical talents might have achieved larger results in the organization and administration of schools of different grades, and his clear, vigorous, logical intellect might have poured floods of light over the whole field of education.

Mr. Carter was married, in May, 1827, to Miss Anne M. Packard, daughter of Rev. Asa Packard, formerly of Lancaster. He was a confiding, sympathizing husband, and his wife was entirely worthy of his confidence and love. To his only child, a daughter, he was at once father, brother, and teacher. Whatever were his own cares and burdens, they never made him forgetful of his family. He was the light and warmth of his home; no eclipse was ever visible there. Mr. Carter died at Chicago, on the 21st of July, 1849.

MEMORIAL OF JAMES G. CARTER

TO THE

LEGISLATURE OF MASSACHUSETTS, AND THE REPORT OF THE COMMITTEE OF THE HOUSE OF REPRESENTATIVES ON A SEMINARY FOR TEACHERS, IN 1827.

To the Hon. Senate and House of Representatives of the Commonwealth of Massachusetts, in General Court assembled, the undersigned begs leave most respectfully to represent:—

That he is about to open a seminary in a central part of the state, for the general instruction of children and youth of both sexes, and also for the particular instruction of those who may resort to him for that purpose, in the *science of education;* or in the best means of developing the physical, moral, and intellectual powers of the young by judicious and wholesome exercise of those powers, and, at a subsequent period, of conveying to their minds the greatest amount of useful knowledge.

In regard to the department for general purposes, first above named, your memorialist believes that the public demand for a more practical education than is commonly afforded by our schools and colleges in their present state has become so strong and decided as to render it safe for individual enterprise to attempt to answer that demand. And he would not now ask the attention of your honorable body to that part of his plan further than to observe that, in his view, it may, without prejudice to itself, be made greatly subservient to the department for the education of teachers.

The necessity of some systematic preparation of instructors of youth, before they enter upon their duties, is so obvious, upon the slightest consideration ; and the want of teachers, better qualified to govern and instruct our common schools than our present means are adequate to supply, has been so severely felt in every part of the state ; that your memorialist believes it would even be safe for individual enterprise to enter upon that department, to a limited extent. But, as no seminary for this purpose has, to his knowledge, been established in this country ; and as the establishment of one would necessarily require the investment of a considerable capital, as well as the expense of much valuable time, in order to conduct it so as to produce the best results ; its advantages, even upon the most economical arrangement that can be made, must be put at a price above the ability of large and important classes of the community to pay. In this view of the subject, it has occurred to your memorialist, that if your honorable body—the chosen guardians of those schools which contain, at this and every moment, one-third of the whole population of the state—would extend to private enterprise a moderate amount of public patronage, it would so far diminish the necessary expenses of the institution to individuals, as to open its doors to all who would aspire to the responsible employment of teachers of youth.

By this union of private and public means—by private enterprise controlled by public wisdom—your memorialist believes that a seminary for the education of teachers might be at once commenced upon a scale more commensurate with its importance to the community, more adequate to the public demands for better instruction, more in keeping with the fundamental principle of the free schools, and more consonant with the whole spirit of our free institutions.

JAMES G. CARTER.

The Committee, of which Hon. William B. Calhoun, of Springfield, was chairman, submitted the following

REPORT.

The Select Committee, to whom was referred "so much of His Excellency the Governor's Message as relates to the subject of a Seminary for the Instruction of School Teachers," and to whom was also referred the memorial of James G. Carter, upon the same subject, respectfully report the accompanying bill.

They also ask leave to report further, that although legislative enactment upon the subject submitted to their consideration be entirely new, yet the attention of the community has been so repeatedly called to it, that public opinion concerning it may with safety be said already to have become unquestionably settled. Discussions in regard to it have been carried on for a considerable period past in this and the neighboring states.

At first, the views taken of it were necessarily indefinite; and, although the sentiment has become general that an institution for the instruction of schoolteachers would be of incalculable benefit, yet, as no one had developed a plan, by which the object could be accomplished, the whole subject seemed to be impressed with a visionary and impracticable character. Recently, however, attempts have been made, and, as your committee believe, with great success, to reduce these general views to a standard of practical utility. Men have been induced to bestow their thoughts upon the subject, who—from their situation in the community—from their acquaintance with the science and practice of education—from their deep sense of the wants of the public, made apparent more particularly by the failure of many successive attempts to improve the character and elevate the standard of the free schools—and from the loud complaints which have been uttered on all sides, of the deficiency of good schoolmasters—might very naturally have been selected as specially fitted to examine and investigate the subject, and to apply the proper remedies. The consequence has been, that several plans of a school of instruction, for the purposes contemplated, have already been presented to the public; and your committee have very fortunately been able to avail themselves of the fruits of extensive researches in the premises.

The committee have had their attention called more particularly to the statements and explanations of the memorialist, whose petition has been before them. From a mature consideration of his plan of instruction, they are unanimously of opinion, that it is entirely practical in its character, simple in its details, and peculiarly calculated to develop the powers of the mind, and that the studies it requires are brought wholly and appropriately within the pale of downright utility. It is unnecessary here to go beyond a mere outline.

The attention of the student is to be called primarily to a course of reading upon the subject of education: he is to be instructed thoroughly in all the branches pertaining to his profession, particularly in all that portion of solid learning calculated to fit him to communicate the knowledge required in the common free schools in the country. A peculiar character of usefulness will be stamped upon the institution proposed, by connecting with it an experimental school, consisting entirely of young children, pursuing the ordinary routine of instruction. Here the student will see the whole course of management and discipline requisite in a school, placed obviously and palpably before him. Theory and practice will thus be intimately blended, and the student be led gradually into a knowledge of his appropriate duties, in precisely the same manner in which tact and capacity are acquired in all the other pursuits of life. Indeed, the institution contemplated amounts simply to an attempt to bring the business of school-teaching into a system, from which it has heretofore alone and most unaccountably been excluded.

Whilst the committee incline to the opinion, that this institution should be detached entirely from all other pursuits, and be devoted wholly and distinctly to the simple object in view, they would not be considered as deciding definitely that it could not be safely connected with some of the literary establishments of the state. Some undoubted advantages, particularly those of concentrated effort and action, will, in the opinion of the committee, give an institution of the former character a decided superiority over one of the latter description. In all probability, the wants of the public will require both to be resorted to.

In regard to details generally on the subject, the committee believe they may with great propriety be left to the discretion and judgment of the Board of Commissioners, whose appointment is provided for in the accompanying bill. A sufficient object will now be gained, if the legislature can be satisfied that the plan, in its character and principles, is feasible and practicable. Its simplicity can not but be seen to be particularly distinguishing.

It needs at this time neither argument nor an exhibition of facts, to demonstrate to the legislature, that the free schools of the commonwealth are not such as they ought to be—that they fail, most essentially, of accomplishing the high objects for

which they were established, and toward the support of which so large an amount of money is annually raised amongst the people. Upon this subject public opinion is fully settled.

Nor is there any difficulty in arriving at the true cause. Can it, in the large majority of cases, be traced to any other than the incompetency of teachers? And in this fact there is nothing mysterious. Can the teachers be otherwise than incompetent, when no pains are taken to instruct them in the business of their profession—when, in one word, they are not reputed or constituted a profession?

The great and leading object of school-teachers should be, to learn how to communicate knowledge; yet, although the statutes of the state require them to be thoroughly examined as to their qualifications, it is hardly necessary to remark, that their capabilities in reference to the important object alluded to are, and must be, from the very nature of the thing, kept entirely out of sight. And this state of things must, in the opinion of the committee, continue, and indeed grow worse and worse, until some provision is made for bringing about an end of so much consequence.

The several towns in the commonwealth are obliged by law to raise money for the support of schools: the sums contributed by the people for this purpose are of immense amount. Is it not, beyond question, the sacred duty of the legislature to see to it, that these contributions are made, in the highest possible degree, serviceable? Ought it not, as a matter of course, to be expected that the people will complain, if the government are inactive and indifferent, where such is the stake? In what more suitable and rational way can the government interpose, than in providing the means for furnishing the schools with competent instructors—and in encouraging the establishment of seminaries, whose object shall be to teach the art of communicating knowledge?

Your committee ask the attention of the legislature to the ready patronage, which, in past time, has been extended to the interests of learning in the higher institutions. They dwell, and the legislature and the people whom they represent can not but dwell, with proud satisfaction, upon the cheering recollections which the bare allusion can not fail to bring up. In time gone by, the fathers of the commonwealth have not been unmindful of the claims which the interests of literature have presented. These claims have not been disallowed.

But it is obvious to remark, that the patronage of the state has heretofore uniformly been extended to the higher institutions alone. No hearty interest has ever been manifested, at least in the form now contemplated, in the success and improvement of the free schools of the land. Your committee ask, and ask with great confidence, whether the time has not arrived, when an efficient and fostering hand should be held forth by the legislature to these important institutions? The object in view, it will not be deemed invidious to remark, is not for the benefit of the few, but of the many, of the whole. We call then the attention of the legislature to this pervading interest—the interest of the mass of the people; we ask them to cherish, encourage, and promote it; we ask them to let this community see that they are themselves in earnest in their endeavors to advance their true welfare.

Nor can the influence of education in the maintenance of our republican institutions here be overlooked. It is upon the diffusion of sound learning that we must mainly depend, if we mean to preserve these institutions healthful and enduring. These interests are intimately and deeply connected. But, for the great purposes in view, the learning to be diffused must be that which can be brought home to the business and bosom of every individual in the land. It is the everyday, the common-sense instruction, which we must scatter abroad. All must be thoroughly educated, in order that all may be truly freemen.

No words, in the opinion of your committee, can sufficiently express the magnitude and importance of this subject. It is one, upon which the attention of the legislature of Massachusetts should be particularly fastened. To Massachusetts it eminently pertains to take the lead in the project, which can not fail to accomplish so much in advancing the character, and securing the prosperity of the free schools. Here the system was first adopted. The pilgrims, from whom we derive honorable descent, placed the first hand upon the work. It belongs to the descendants of those pilgrims, and upon the ground where they trod, to finish and sustain it. For the Committee, W. B. CALHOUN.

WARREN COLBURN.

The Colburns were among the primitive settlers of Dedham, Mass. Nathaniel Colburn, the common ancestor, was a resident of the town as early as the year 1639, and was one of the Selectmen, from 1651, five consecutive years. He had eleven children, five sons and six daughters. All his sons married and settled in Dedham, and had children.

Samuel Colburn was the paternal grandfather of Warren. His wife was Marcy Dean. They lived together to an advanced age, and had twelve children. The last part of their lives was cotemporary with Warren, and they spent their latter days and died in his father's family. One of their sons was Lieut. Lewis Colburn, who served in the Revolutionary War, was a volunteer from Dedham for the suppression of the Shay's rebellion, and died, June 1, 1843, at the age of ninety-one.

Richard Colburn, the father of Warren, married Joanna Eaton, whose mother and his maternal grandmother was Mary Eaton, by second marriage Mary Dean; who was very favorably noticed by her pastor, the Rev. Dr. Lamson, in a printed funeral discourse, preached the Sunday after her interment. He says: "She was of old Dedham ancestry. She was a communicant of this church seventy-eight years; having been admitted August 30, 1772. She had naturally a strong mind, and clear perceptions; and, her faculties she did not suffer to rust out; and, there was but little failure of them to the last. Some indications of an infirm memory began to manifest themselves, but into the period of second childhood she never fell." She died, October 13th, 1850, in the ninety-ninth year of her age.

Warren, the first-born child of Richard Colburn and Joanna (Eaton) Colburn, was born the day his mother was twenty years of age, March 1st, 1793, in the part of Dedham called Pond Plain. Sometime in the year 1794 or 5, the family moved into Clapboardtrees parish, where they resided about six years. Richard Colburn, being the youngest of his father's large family, had his parents, Samuel and Marcy Colburn, in his own family from the time he became a house-

keeper till their deaths. After a short residence at High Rock, the family moved, in 1800 or 1, to Milford. The grandparents were exceedingly fond of Warren, and he was affectionate and obedient to them. At the age of four, he was sent to a Summer District School, and had care and charge of his sister, about two years old. The father was a farmer, and the son was early put to do a boy's work on the farm. At Milford, he began to attend the Winter District Schools while they kept. He was esteemed a good and truthful boy, and was never addicted to profane or foul language. His grandmother died suddenly at Milford, about the year 1802. His grandfather lived about three years after, and died in 1805, at the age of ninety-one years, when Warren was about twelve. From Milford, the family moved, about the year 1806, to Uxbridge. Here, as before, his occupation was on the farm, and his education chiefly what was afforded in the winter terms of the Common Schools, wherein his taste and expertness in arithmetic was manifest. This talent was discovered and encouraged by his father. Mr. Gideon Alby, a poor and infirm man, good at figures and used to teaching, was taken into the family for the purpose of giving Warren instruction in cyphering during the fall and winter evenings. He was already aspiring to a more extensive scope for enterprise than the farm presented. In about 1810, the family, on his account, moved to Pawtucket, R. I, where he was put to labor and learn something of machinery with Mr. John Fields, a machinist. There they lived about a year, and moved thence to Canton, 1812. They resided in the vicinity of the factory, where he found employment on machinery, and others of the children in connection with the factory. He remained at his occupation when the family moved to a farm near the line of Dedham, toward Walpole, and, not long after, to Webb's Factory, in the border of Walpole. In about 1813, during the war with England, and while he was in Canton, he learned to weave of Capt. Williams, a Norwegian, whose wife was an English lady. He went to Plymouth, in about 1814, where he wrought in machinery, which, being in the war time, was then rather a profitable as well as a rapidly extending business. From Plymouth he went to Easton, in the early part of 1815, still working in the same line of engagement at the factory in that place, and continued there some months after the declaration of peace. In the summer of this year, and, at the age of twenty-two and a half years, he began to fit for college. The Rev. Dr. Richmond, for about a quarter of a century the settled minister of Stoughton, discharged also from time to time the office of teacher, and fitted pupils for college. Under his tuition young Colburn placed himself. A fellow-pupil was

Henry G. Wheaton, son of Daniel Wheaton, Esq., of Norton, a gentleman of wealth and of education. The two pupils were soon friends, and the friend of the son was readily befriended by the father, who kindly arranged with Colburn to lend him such sums of money as he might have occasion to borrow for defraying his college expenses. It is said to have stimulated the son to the completion of his preparatory studies, so that the two might enter together, and be room-mates in college. Says Mr. Wheaton: "We lived together in the same room for about five years; at Mr. Richmond's, fitting for college, about one year, and four years in college; the most of the time engaged substantially in the same studies. Of course, being class-mates and occupying the same room, we were intimately acquainted, and met many times after leaving college, particularly while he was in Boston."

His college life, at this late period, will be best portrayed by such recollections of his class-mates as can now be gathered. Soon after his decease, there appeared an anonymous newspaper article attributed to Dr. Edward G. Davis, who was, at the time it was written, a practising physician in Boston, of respectable connections and standing, and who died in Philadelphia in less than six years afterwards, and before completing his thirty-seventh year. If any slight discrepancies or repetitions are discovered in the different sketches, the portraiture, as a whole, will not, it is hoped, be considered the less valuable. The following is the article of Dr. Davis.

REMINISCENCES OF A CLASS-MATE.

Mr. Warren Colburn, whose death was recently announced in the papers, passed the years 1817 [1816] to 20 at Harvard College. It was there that he developed that fondness for the higher branches of mathematical studies, and that talent for analysis, which continued so remarkable in his after life. It is the impression of the writer that he entered college only with the usual preparatory knowledge in this branch; but, while there, he made himself master of the calculus, and read through a considerable part of the great work of Laplace. He commenced his collegiate course at the comparatively late age of 24, when both his mind and his character had reached a degree of maturity much exceeding that of the great proportion of his fellow-students. It was only by slow degrees, however, that his talents and his virtues made their due impression on the minds of those around him. With a sensitiveness almost allied to timidity, he shrunk from familiarity even with those with whom he most constantly held intercourse, and there are many who can remember, when the jest and the laugh went round, how little Colburn partook in the boisterous merriment. There was in him a peculiar diffidence about obtruding himself or his thoughts upon others; a disposition to stand back, and, only when strongly urged, to join in the scheme which formed the attraction of the moment. Yet, was he possessed of great, nay, of peculiar kindness of feeling; no angry word ever escaped his lips, no expression that breathed of aught but benevolence and good will. A little circumstance, but one which is no doubt familiar to the recollection of all who knew him at the time, and which seems intimately interwoven with the general texture of his character, was a hesitation in speaking, slight indeed, but sufficient to make it an effort to him to express himself, and to call up an evident embarrassment when he attempted it. Many years after, when the writer again saw him, this hesitation of manner

appeared to be unaltered. It was no doubt one of the causes which rendered him shy of engaging in general conversation, nor did he, in conversing, always do justice to the vigor and force of his own thoughts. To this diffidence and slowness of manner was it owing that a just estimate of his powers was formed by only a very small proportion of his early friends. It was, indeed, known that he pursued his mathematical investigations with great ardor and zeal; and, his acquaintance with these subjects were, in some degree, made evident in his recitations. But, the accuracy with which his exercises in the languages were prepared, and the foundation he was laying in the science of philology, were suspected only by a few of the more discerning members of his class. Yet, it was a fact, that he studied languages with no less thoroughness than the abstract sciences; and, the involved and difficult passages in Aristotle were analyzed by him with neither less care nor less success than the propositions of Newton and the formulas of Laplace. This circumstance was little known at the time, but may readily be believed by those who have noticed with what success his mind has recently been directed into similar investigations, resulting in the production of an elementary work on grammar; a subject to which it would hardly have been anticipated that a mind like his would have directed its energies.

His great and most interesting project, that of improving the system of elementary instruction in mathematical science, appears to have occurred to him during the latter part of his college life, and was the subject of painful thought, many years before his first work made its appearance. It required, indeed, no small energy of mind thus to break through the trammels of early education, and strike out a new path; for, Colburn, like others, had been brought up under a system the reverse of that which he now undertook to mature and introduce. This is not the occasion, nor is it the writer's purpose to attempt a criticism on the system itself. The author may have followed out a single principle more closely, and applied it more extensively, than the interests of education required. But, such was the readiness with which it was adopted, that, in the course of a few years, the appearance of these little books seemed to have revolutionized the mode of teaching elementary mathematics in the schools of New England. Various modifications have since been introduced into his plan, for which, whether improvements or otherwise, little credit can be claimed on the score of originality; and, it may with safety be asserted that, whatever in the present mode of teaching the science of numbers in our schools distinguishes it from that in use twenty years since, is mainly to be attributed to his publications.

In the constitution of Mr. Colburn's mind, many circumstances were peculiar. His mental operations were not rapid, and it was only by great patience and long-continued thought that he achieved his objects. This peculiarity, which was joined with an uncommon power of abstraction, he possessed in common with some of the most gifted minds which the world has produced. Newton, himself, said that it was only by patient reflection that he had arrived at his great results, and not by sudden or rapid flights. In Colburn this slowness and patience of investigation were leading traits. It was not his habit, perhaps not within his power, to arrive at rapid conclusions on any subject. If this tended, as probably it did, to impart to his conversation that hesitating manner which I have mentioned; if it made him appear more absent and thoughtful than quite befitted the animation of social intercourse, it yet had its advantages. His conclusions, reached slowly and painfully, were established on a solid basis, and the silent progress of time, that great test of truth, has served but to verify and confirm them.

Such, imperfectly stated, are the writer's college recollections of Mr. Colburn. He has little to add to them, derived from a knowledge of his subsequent career. He soon passed into a station in life which he was well qualified to fill, and the duties of which he conscientiously and ably performed. More extensive intercourse with the world served, no doubt, to divest him of some prejudices, and to improve his qualifications for social life; but, in seeing him occasionally during the last thirteen years, the writer found the exquisite simplicity of his manner still retained, and his habits of thought appeared to have experienced very little alteration. From the same mild, gentle eye beamed the same benevolence of expression, and the friend and associate of former days stood again confessed. Alas! that the recollection of the past can never more be refreshed by another meeting, that the form which is portrayed so vividly in the fancy of surviving friends, has passed from earth, and will be no more among men. But, while the present

generation remains, will that form be cherished in grateful hearts; and, even when all who knew his worth shall have departed, his name will be preserved, in connection with works, at once the evidence of the energy of his mind and of the benevolence which directed its application. He has performed a good work on earth, which shall not be taken from him, even when his remains, now slumbering beneath it, shall have crumbled to dust. Though dead, he will yet speak to those for whose instruction he zealously labored, while living; and, so long as education asserts its claims to respect among us, the name of Colburn shall be numbered among a people's benefactors.

The Rev. Benjamin Kent, of Roxbury, writes, June, 1856: —

Being older than those who entered college with us, and of nearly the same age, we soon became intimate associates. In our Junior year, we had a "part" together,—the translation of a Greek dialogue into English. I can, mentally, see the room, and the bland and loving countenance he wore when we were engaged together in our work: and, during our whole college life, whatever may be true of others, I never heard an expression of any feeling toward him than that of admiration for his dispositions, counsels, and intellectual gifts. It may, indeed, be said that he brought with him to college a decided taste for mathematics. We none of us ever thought of approaching near to him in this science. He early studied and made himself perfectly familiar with the French language, with a distinct view to mastering every French mathematician of promise which he had not met with or seen referred to. In saying this, however, I do not mean to say that he did not excel in every other department of a college education. He always ranked among the first scholars of his class in every thing but public speaking. "Oratory!" he used to say, with a soul-prompted smile and brilliancy of eye, "I am no orator, as Brutus is;" and we all lamented that his vast erudition, for so young a man, could not be freely communicated to a promiscuous audience, or sometimes even in the recitation room, in consequence of his modesty and a slight impediment in utterance. To sum up what I learned in the course of intimacy and friendship, which was never for a moment interrupted, I need only say, what I do say with the deepest sincerity, that he never gave evidence of carelessness in a recitation room, of unkindness to any one who applied to him for sympathy or counsel, or of envy, jealousy, or self-assurance, when a few others were selected to appear before audiences in higher parts than those assigned to him. Taking our studies altogether, I am confident that he had not his superior if his equal, as a scholar, gentleman, and Christian, in the class of which we were members.

The Rev. E. B. Hall, D. D., of Providence, May, 1856, writes: —

I have no memorial of him except those of the mind and the heart; but, they are very precious. His image and whole character stand before me as entire, definite, and life-like as those of any early friend, departed or living. Some of my associates in college have passed almost wholly from my memory; but, Colburn is as if I had seen him yesterday, or were at this moment listening to his slow utterance, but pleasant voice, and clear thoughts, in the recitation room, or the private interview. Though not peculiarly intimate, he being much my senior, and wholly unknown to me previously, I knew him enough, and was with him enough, to form the highest opinion of his character as a man of stern integrity, transparent simplicity, freedom from all guile or pretence, and invincible moral courage. I doubt if any force could have driven,—I am sure no lure could have enticed him into a single mean action or false word. There was no one in my whole college acquaintance to whom I should have gone more readily for counsel in any emergency, or to whose care I would more willingly have committed any trust.

Colburn was not a splendid scholar, nor able to do full justice, either in speech or with the pen, to his own clear perceptions and actual knowledge. This was owing to a natural diffidence, small power of expression, and, as I suppose a want of early advantages. But, in clearness of thought, soundness of judgment, the habit of discrimination, and, above all, mathematical genius, he was surpassed by few. His position in the class was always respectable, and, in the end, high. He had as little ordinary ambition as any mortal could have. He loved study for its own sake, not for appearance or immediate effect. He was faithful to every duty, and, by a uniformly consistent deportment, and quiet, straightforward course, won

the confidence of all his teachers, and the respect of all his fellow pupils; while some were bound to him as by fraternal affection.

After our college life, I visited him once or twice in Lowell, and saw manifest tokens of ripened character and advancing intellect. He seemed to me to give promise of great usefulness, if not of high distinction. His death affected me as a personal as well as a public loss. A good impression of his features hangs in my study, but a better one in my heart. I should be sorry to believe that I shall never meet him again.

Mr. Sparks, ex-President of Harvard College, says, 1856: —

He was a student in college during about a year and a half while I was a tutor. I left Cambridge in the early part of his Junior year, and I do not remember to have seen him afterwards. All my recollections of him, as a student, in regard to his character, deportment, and scholarship, are of the most favorable kind. He held a high rank in his class, particularly in the mathematical department, in which I was an instructor. I was not then aware of his peculiar and remarkable gifts in that branch of science which he subsequently manifested.

The Rev. Dr. Gannett, under date of January, 1856, writes: —

Mr. Colburn was older than most of his class-mates, and did not form intimacies with many of them. Indeed, his only very intimate friend, as I suppose, was James G. Carter, afterwards of Lancaster, who died some years since. Carter and he, after "commons," would go off together for long walks, talking, as the rest of us believed, on metaphysical and mathematical subjects, in the former of which Carter, and, in the latter, Colburn was most interested. We all respected Colburn. He was, far and far away, our first mathematical scholar, and respectable in all branches. His moral character was stainless, and, it was taken for granted that he would do right; for, we looked on him as a man, rather than as one of us lads. He was always kind in disposition, and agreeable in manners; so far, at least, as my impression of him is just; but, he did not associate very much with his class-mates, and was regarded as an honorable, studious, and exemplary person, rather than as one with whom we could be very free. He used his time faithfully, and left college, I believe, without any occurrence to mar the pleasure he must have had in recalling his course through the four years.

Dr. Palmer, of Boston, Jan, 15, 1856, writes: —

Colburn's parents being in humble life and not blessed with this world's goods, (although they were highly respected by their neighbors,) he was dependent on his own exertions for a subsistence. He was brought up to the business of a machinist, at which he labored for some years. I know not what induced him to quit his business and determine to obtain a liberal education. He was fitted for college by the Rev. Edward Richmond, D. D., of Stoughton. But, in all the studies required for admission into college, with the exception of mathematics, he was illy prepared; for, he told me himself that he was only one year in fitting; having begun to study the Latin Grammar on Commencement Day, the year before he entered. The consequence was that, in classical studies, while in college, he never shone; but, in mathematics, he was, longo intervallo, ahead of all his class-mates.

The Rev. Dr. Furness, of Philadelphia, was also of the same class, and writes, Jan. 20, 1856: —

I remember him as, by a number of years, the senior of the majority of our class. He was respected by all. Every class-mate of his will bear witness to his manly character, and to his devotion to his favorite study.

He lived, in his senior year, I think it was, in Stoughton Hall, on the west side, not far from the college bell. I recollect his chum's telling us, one day, that he missed Colburn at morning prayers, then at six o'clock; he missed him at recitation, likewise, about half an hour after, and he missed him also at breakfast, at half-past seven. He did not know what had become of him, and supposed he had gone upon an early walk, and wandered too far to return in time for breakfast. However, his chum, upon returning to his room after breakfast, opened the door

of Colburn's study, and found him standing there at his desk, lost in mathematical studies. The bell had rung out its summons three several times, but, as he said, he had not heard it. We all believed it was exactly so. He was too unpretending and simple to affect any thing.

Again, I recollect being in Prof. Farrar's recitation room. After recitation, when the first scholar of our class stopped to point out a mistake in our text-book, Prof. Farrar agreed with him that it was an error. Colburn, who happened to overhear them, (he was the only other person, beside myself, in the room,) struck in and observed that there was no mistake. I remember I knew not which most to admire, the superior acuteness of Colburn, or the candor and interest with which, without any false pride, the Professor listened to his pupil. Of his great mathematical talent who does not know.

He took his first collegiate degree with his class at the commencement, in August, 1820. In the public exercises of the occasion, his appointment was ranked an honorable one. His "part" was "On the benefit accruing to an individual from a knowledge of the Physical Sciences," which he creditably sustained. The subject was assigned to him by the Faculty; but, probably selected with some view to its adaptation to his taste and turn of thought. The following passages are given as illustrative of his habitual thoughts and purpose.

The purpose of education is to render a man happy as an individual, and agreeable, useful, and respectable, as a member of society. To do this, he ought to cultivate all the powers of his mind, and endeavor to acquire a general knowledge of every department of literature and science, and a general acquaintance with the world by habits of conversation. And, this is not inconsistent with the most intense application to a favorite pursuit.

The Physical Sciences belong to all the professions; and, not only to them, but to all men, in every situation. There is not a human being, who has not something to do with these sciences. They are the science of life. Every child, as soon as he begins to learn any thing, begins to learn the rudiments of them. But, it is the rudiments only that he learns, the abstruse principles are to be discovered by patient and diligent study.

It is true, indeed, that a very large portion of the community have neither time nor opportunity to acquire them, by their own exertions; and yet, the greatest advantage might be derived from these sciences, in the hands of this class of citizens, because they possess the means of applying them more immediately to useful purposes. The knowledge of these sciences, therefore, is to be circulated by the favored few who have the means of knowing them; and, it becomes the duty of every one who possesses the means, not only to acquire them himself, and to do what he can to improve them, but to promote the diffusion of them among mankind, and to be always ready to give any information in his power concerning them to all who may need it.

The bent of his mind is here to be plainly seen. Education was the subject to which he was chiefly inclined, and teaching was his favorite pursuit. On leaving the university, he undertook the work of teaching, and kept a select school in Boston. He already had the experience of them who, working their way through a course of college education, resort to school keeping in the winter. He had taught in Boston, in Leominster, in Canton, and, thus early practiced, he soon became an accomplished teacher. His lecture on this subject, delivered before the American Institute of Instruction, in 1830, presents a

luminous view of his own mind and experience, and is well worthy the attention of teachers.

The number of his pupils in Boston was not large at first; and did not, at any time, exceed from about twenty-five to thirty. His friend, Mr. Carter, in a letter of 1821, writes: "I congratulate you on your success in your school. From what I hear, as well from other sources as from yourself, I apprehend that you have a pretty strong hold on the good opinion of the respectable part of the community. There are few of us so well qualified, both by nature and education, as you are for this important station in society. My prayer is that you go on and prosper; and, take that elevated rank in society which your talents, your acquirements, and your virtues so eminently qualify you to maintain."

It was while engaged in keeping this school that he produced his "First Lessons in Intellectual Arithmetic." He must have begun to make the book about the time that he commenced the school. Perhaps the work was previously conceived. It was probably put to press in the autumn of 1821. His friend, Mr. Carter, Nov. 9, speaks of it as forthcoming, and, Dec. 15, as having been received by him at Lancaster.

Mr. Batchelder, of Cambridge, states: "I remember once, in conversing with him with respect to his Arithmetic, he remarked that the pupils who were under his tuition made his arithmetic for him: that he had only to give attention to the questions they asked, and the proper answers and explanations to be given, in order to anticipate the doubts and difficulties that would arise in the minds of other pupils; and, the removal of those doubts and difficulties in the simplest manner, was the foundation of that system of instruction which his school-books were the means of introducing." His "First Lessons" was, unquestionably, the result of his own teaching. He made the book because he needed it, and because such a book was needed in the community. He had read Pestalozzi, probably, while in college. That which suited his taste, that which he deemed practicable and important, he imbibed and made his own. He has been sometimes represented as owing his fame to Pestalozzi. That in reading the account and writings of the Swiss philosopher, he derived aid and confidence in his own investigations of the general principles of education, is true. But, his indebtedness to Pestalozzi is believed to have been misunderstood and overrated.

Upon the first appearance of the "First Lessons," his friend, Mr. Carter, of Lancaster, writes, Dec. 1821: "I shall see Dr. Thayer this afternoon, and, if I succeed to my mind with him, your book will be

immediately introduced into the academy here. I shall send my copy to-day to Rev. Mr. Clarke, of Princeton, who is quite engaged in the instruction of youth. I hope he will use his influence to introduce it in his parish. I think you will do well to send a quantity of them to the book-store in this town, for sale. I need not tell you that I am more and more pleased with your book, the more I see of it. I intend all my scholars shall use it, for I am convinced they have got the substance of it to learn, however far they may be advanced." On April 12th, 1822, Mr. Carter writes: "Your little book is still doing well. The bookseller told me, a day or two since, that he had sold a great many to go out of town. You must get out another edition as soon as possible, for I think they will be very useful in the summer schools. Let me know how you progress with your larger arithmetic, and how you get on with your algebra. I feel much interested in the latter. But, I have little doubt but you will do the subject justice."

Thus the "First Lessons" worked its way gradually to notice and favor,—a book which has enjoyed a more enviable success than any other school-book ever published in this country, and the merits of which are now universally acknowledged to be equal to its success. It has been said to be "the only faultless school-book that we have." It certainly has wrought a great change in the manner of teaching arithmetic. Its system is received wherever the book is known. It has no competitors, except in the profits of sale, in the shape of imitations; and, that these have been numerous is altogether to its credit. Such a man as George B. Emerson, after twelve years' constant use of it, long ago pronounced it the most valuable school-book that has made its appearance in this country. And, Thomas Sherwin, Esq., of the Boston High School, calls it, not only the best in this country, but, the best in the world. Its use is believed to be nearly commensurate with that of the English language, and it has been translated into other tongues. It has been stated that fifty thousand copies of Colburn's First Lessons are annually used in Great Britain; and, its sale in this country is about one hundred thousand per annum. About two millions of copies have been sold since its first publication in this country.

It will be seen that the Sequel and the Algebra were parts of his original conception, in connection with the First Lessons, and were in a state of progress as early as 1822.

He continued his school about two years and a half; and, though his teaching must be pronounced successful, as well by the testimony of his pupils as by that of his book, the production of that period; yet, owing to his retiring modesty and reluctance to putting himself

forward, his financial success was but moderate. And, though teaching was his favorite science, and an engagement of which he was fond, yet, says one who had opportunity to know: "I do not think he ever intended, even if he had had the greatest success, to make teaching his ultimate employment. I think that he always had a predilection for the pursuit which he afterwards followed; and, felt that, from his early practical knowledge, added to his scientific, he was well fitted for the occupation." Visiting in the families of his pupils, he was introduced to the late Patrick T. Jackson, who, with his quick perception of the qualifications and abilities of men, soon discovered in his new acquaintance the talents and acquirements adapted to a situation which he was then seeking to fill. Mr. Jackson offered him the situation of Superintendent of the Boston Manufacturing Company, at Waltham, with a much better income than he was deriving from his school. He accepted the place without much hesitation, and went to Waltham, April, 1823.

Here he was successful in his business, was much esteemed, and made some very valuable friends. Among these, now living, is Dr. Hobbs, who still cherishes impressions of him "as a man of great simplicity of character, honest and upright in all his ways, with a moral character without spot or blemish; a liberal supporter and promoter of science and the arts, always kind to children and poor scholars that were trying to get an education, always friendly to all institutions of morality, religion, and learning, his heart full of benevolence, and his mind ever active to promote the education and well being of the rising generation."

During his college course, he kept school on two occasions in Canton, Mass. In the winter of 1818, he had for a pupil Miss T. C. Horton, at that time residing there with her mother. An affectionate and reciprocal attachment was then commenced, which, after an acquaintance of about five years, resulted in their marriage on the 28th of August, 1823, about four months after his settlement in Waltham. The connection was a happy one, and marked with a very warm and tender affection, to the freshness and fervency of which there seemed to be no abatement. As well in health as in his last and only sickness, it was the same; and, to the very close of life, it was seen to gush forth from the fullness of his heart, so long as he had the power to give it expression.

On the 18th of June, 1824, the Superintendent of the Lowell Merrimack Manufacturing Company, Mr. Ezra Worthen, died instantly, while engaged in his ordinary duties. Mr. Colburn was appointed his successor, and removed his residence to Lowell as soon as he could be

conveniently transferred from his duties in Waltham. His removal was in August, that of his family in October.

He seemed to be well aware of the responsibility of his new position, as well in a more general as in a business point of view. In his general relations to the interests of the community, he was active and enterprising. He readily perceived and appreciated the peculiar character of a manufacturing community in New England, and projected at once a scheme of lecturing, adapted to popular improvement. His plan was to present common and useful subjects in such a way as to gain attention, and in such connection with science as to enlighten and furnish the popular mind. He proposed to occupy the space between the college halls and the common schools by carrying, so far as might be found practicable, the design of the Rumford Lectures of Harvard, into the community of the actual operators of common life.

Early in the autumn of 1825, and so along through the winter, he lectured upon the Natural History of animals. With an excellent magic lantern he illustrated the classification of animals, exhibiting on the screen specimens of the several classes, of the size and color of life, and pointing out, while the animal was thus before the company, its qualities, and the characteristic distinctions of its class. He lectured upon light; intermingling with statements of some of its remarkable facts, explanations and simple illustrations of some of its familiar phenomena. In a dark room, with his well-managed instrument, he exhibited the rays, applied lenses and explained their effect, illustrated the refraction of rays by refracting them to the sight. Some curious optical illusions were exhibited and explained. The structure of the eye; the use of lenses, the telescope, the microscope, were made intelligible to uneducated operatives by his successful experiments and simple teaching. He lectured upon the seasons; and, by diagrams thrown upon the screen, and a very simple orrery, of his own construction, and a skillful adjustment of lights, he illustrated the changes of the year; and, with his plain and lucid explanations, brought the subject to the comprehension of every observer. He took up the subject of electricity, and, with the help of a machine, taught and illustrated many things, which it is of practical use to know. The phenomena of thunder and lightning were presented to the comprehension and understanding of many who, without a thorough knowledge of the science, even as then developed, gathered enough to give interest to the storm, to allay unreasonable terror, and to suggest the ways of safety.

These lectures were given in the years 1825, '26 and '27. They

were commenced, at least, from two to three years, as is believed, before the subject of Lyceums, so-called, and of Lyceum Lecturing was broached in New England. The Middlesex County Lyceum, which was among the early associations of this kind, and of which Mr. Colburn was chosen one of the Curators, was formed November 16th, 1829. He had attended a meeting of gentlemen of the county, for maturing the plan, and contributed, from his own experience, important aid to the enterprise.

In the winter of 1826, what had been called East Chelmsford was incorporated into the town of Lowell; and, at the first town-meeting, held March 6th, Mr. Colburn was chosen one of the Superintending School Committee. It was of vast consequence to make a good beginning of the public schools of the town. The duties of the Committee, by the Statutes of the Commonwealth, and under existing circumstances, were arduous and responsible. The acting members were fully aware of their position, its difficulties, and its importance, and determined to discharge the office faithfully and to the best of their ability for the interests of the schools. Though laden with other cares, they spared not the labor nor the time. When the pressure of other engagements was upon them, they repeatedly held their meetings at six o'clock in the morning. Mr. Colburn served on this Committee the first two years, and contributed freely of his wisdom and pains to the favorable beginning and good condition of the schools. In town-meetings he took upon himself to look after the appropriation of money to the schools. He was customarily on the Committee for dividing the money to the several districts; and, frequently on other Committees pertaining to the interests of the schools. In 1831, he was elected again on the General Superintending Committee, and was, at his own request, excused from serving.

While he was at Waltham, though withdrawn chiefly from the work of practical education, the subject continued to be his favorite study, and heavily taxed his leisure moments. He soon finished his second book, the "Sequel," which came out about the beginning of the year 1824, which is certainly a work of great ingenuity, which shows a great mastery of the principles of education, and which he himself considered a book of more merit and importance than the First Lessons. Of the Sequel, indeed, it may be said, not only that its true value has not, in general, been sufficiently estimated, but, that its actual influence on the use, the understanding, and popularity of the First Lessons has been appreciated only by particular observers. Whoever considers by what sort of management school-books are thrust into and out of the market, and how natural it was for book-

makers and book-publishers to feel that Colburn had received his share of profits, will easily see that the Sequel had a severer ordeal to pass through than the First Lessons, and much greater difficulty in holding the place to which, by its merits, it might be entitled.

After seven or eight years of successful experiment in the use of the First Lessons and Sequel, attempts were made in Boston, by imitations and variations, to supersede them, so that his friends applied to him to make some modification of one or both of the books, so as to obviate the objections which had been devised. Early in 1833, he directed his attention to a revision of the Sequel. He perceived that the objections most relied upon were based upon misapprehensions or misrepresentations of the distinctive characteristics of the book. He did not wish to make it an easier book, nor an essentially different book. That which he was laboring in his mind, was to make its distinct character more readily apprehended, without injuring it; contemplating also other slight amendments, in passing. That part of the labor which such a mind may work out, before putting pen to paper, except in scraps and hints, intelligible only to himself, he had already accomplished. His mind had penetrated to the result, with pretty good hope of being satisfied therewith,—had his life been spared to attain it. That the event was otherwise is much to be regretted by the friends of education.

Says Mr. Thomas Sherwin, Principal of the High School, Boston: "I regard Mr. Colburn as the great benefactor of his age, with respect to the proper development of the mathematical powers. Pestalozzi, indeed, first conceived the plan; but, Mr. Colburn realized the plan, popularized it, and rendered it capable of being applied by the humblest mediocrity. Indeed, I regard the First Lessons as the ne plus ultra of primary arithmetics. The Sequel is also a very good work; but, it needs a pretty intelligent teacher to make it eminently useful. In his Algebra, Mr. Colburn accomplished much, by rendering the study interesting, and by gradually leading the student to a knowledge of pure algebraical symbols and processes. Mr. Colburn did much to place algebra within the reach of the mass of learners. He introduced an original demonstration of the Binomial Theorem, which is a very good instance of the inductive method of reasoning. He commences with forming several powers of a binomial by multiplication. He then examines the law of the letters, also the co-efficients, and finds that the latter consist of several series of numbers, deducible the one from the other. The next step is to trace out the law of the different orders of series, show how to find any term, and the sum of any number of terms, in each series, and demonstrate the mode by

which one series, or any term of it, may be deduced from the preceding order of series. Finally, the laws thus obtained are applied to finding the co-efficients of any power of a binomial, and the usual rule for finding the successive terms is given. This investigation of series, tracing out the laws which characterize them, and the application of those laws to the Binomial Theorem, is entirely original with Mr. Colburn, and exhibits that acuteness of investigation, and that analytic character of mind for which he was distinguished."

He completed his Algebra in 1828, and, as himself remarked, he never in his life worked harder, and never accomplished more, from day to day, than he did then; when, in addition to the sedulous and faithful discharge of the duties of his place, as the Company's Superintendent, and other numerous incidental calls on his time, he was writing that work, and carrying it through the press.

It was not in one department only, but in teaching generally, that he sought and looked for the best methods. In his relation to the public schools, as one of the Superintending Committee, his attention was directed to the subjects of Reading, Grammar, and other branches. He published a series of selections from Miss Edgeworth's stories in a suitable form for reading exercises for the younger classes; in the use of which, the teachers were carefully instructed. He prefixed to each book of the series some instructions in Grammar. So that a system of Grammar for younger pupils was completed in connection with the Reading Books. These instructions were addressed to the teachers, that they, possessing their own minds with the beautiful simplicity of the system, might communicate the same, in its plainness and clearness, to their pupils. Thus, a very good notion of English Grammar was given to children, and their early proficiency therein, by this method, was scarcely less admirable than in arithmetic.

In the winter of 1828, his lectures, which, from the beginning, had been entirely free and gratuitous, were given in connection with the Middlesex Mechanic Association. He lectured upon Hydraulics, constructed an apparatus of considerable extent, exhibited several kinds of water-wheels, explained the power of water and its application as a motive agent, showed the principles of the Hydraulic Press, and gave numerous illustrations of the flow and the force of this element. He was invited to lecture in Boston on the same subject, and did so before the Mechanic's Charitable Association. He was heard by many intelligent gentlemen, who were curious to observe the practicability of presenting subjects of science to the popular mind. Although research and knowledge of his subject were satisfactorily evinced, yet, the presence of such a proportion of scientific gentlemen,

probably, somewhat disconcerted him; and, the failure of some of his experiments made him feel less at home than with a more popular audience.

His lectures, in the subsequent years, at Lowell, were many of them on the subject of Astronomy. Eclipses were lectured upon, as they occurred; and Comets, as they appeared. Says a gentleman of science: "I visited him once or twice, while he was at Lowell, and, on one occasion, assisted him in taking an observation of the sun, with his Reflecting Circle, for the purpose of taking the latitude."

In May, 1827, he was elected a fellow of the American Academy of Arts and Sciences. He was, for several years, a member of the Examining Committee for Mathematics, at Harvard College.

It was the early policy of the Manufacturing Companies to select, for Superintendents, men practically acquainted with their business. A very different policy has subsequently prevailed, that of appointing men of character and standing, perhaps of some general experience in business, but without practical knowledge of mechanics or manufacturing, and, consequently, dependent on the Overseers, whom they superintend, for such information in those departments as they have occasion for. In the one case, the Superintendent looks at the work, understands its quality, observes the Overseers, gives such instructions as are needful, and, if anything goes wrong, he is capable of knowing how and by whom it is to be corrected. In the other case, he calls together his Overseers, takes their several opinions, and makes up his mind thereupon. This is flattering to the Overseers, and may sometimes be turned to their advantage. The theory counts upon a gain by securing their influence with that of the Superintendent, in the community at large, favorable to the corporations. The arrangement may be more satisfactory to a portion of the operatives; but, whether more advantageous to the Proprietors, is by no means certain. It is like putting in the Supercargo to be master of the vessel, making him dependent on his subordinate officers for its navigation. It may do, in fair weather and plain sailing; but, it is doubtful whether the voyage be quicker made, with more economy or advantage to the owners.

Mr. Colburn was a practical mechanic, and not ignorant of manufacturing. To this he added a thorough course of classical and scientific education. With a view to all of these qualifications, he was chosen to his place. The last named may have been the occasion of a particle of jealousy. It was said, when he died, by one who had opportunity to know: "Few who have occasion to employ so many persons, possess their good-will and affection so extensively as he did."

This was true. He was much beloved by all in his employ, and most by them that had most frequent occasions of intercourse with him. His Overseers were strongly attached to him, and thought when he died that his place could not be filled. Had it been thought necessary to provide a man, in whom practical skill and science were combined in equal degree, as in Mr. Colburn, it would not have been easy. But, the same gentlemen Overseers, under the change of policy referred to, finding themselves in a very different relation to the Superintendent, and in a more agreeable and more advantageous position, it was natural that they should approve and even prefer the new state of things. And, equally natural was it that Mr. Colburn's very extraordinary qualifications for the situation which he filled, should have been less spoken of and less appreciated in the community at large. Had he lived, it cannot be doubted that his abilities and acquirements would have found no inconsiderable scope in his sphere as Superintendent. But, brief as his time was, his services were of signal advantage to the manufacturing interest. Several improvements of machinery in the spinning and weaving departments, which have proved to be of important and permanent utility, were introduced by him. In this position, he did not disappoint any reasonable expectation.

"The most of my intercourse with him," says Samuel Batchelder, Esq., now of Cambridge, but then sustaining a like position with Mr. Colburn, in the Hamilton Works, "was confined to the management of the manufacturing business, in which he was engaged during his residence at Lowell. His mathematical skill, and his knowledge of the principles of mechanics, gave him important advantages for the situation in which he was placed, and he was not less successful in his good judgment in the general management of business." Such, on this point, is the statement of one, than whom, probably no person living better knows, or is more reliable.

Previous to his removal to Lowell, it does not appear that his attention had been much directed to religious investigations; and, he was known to have had a decided distaste for religious controversy. The chief and absorbing religious discussion of his time, in Massachusetts, was that between the two extreme portions of the Congregationalists, the Trinitarian and the Unitarian, or, as they were called, the orthodox and the liberal. His tendencies were to the latter. When he began to study, and became in love of learning, his religious theory was, probably, little else than natural philosophy. In his Dissertation, at Commencement, he says, of the physical sciences: "No class of studies has done more to dispel the sombre clouds of superstition

which so long overshadowed the human intellect, and kept it groping in the darkness of ignorance and error; a darkness which sheltered fairies, witches, and thousands of malignant spirits, which afflicted and oppressed mankind; a darkness, in which the stars directed the destinies of men, and ruled them with resistless sway; a darkness, in which the Supreme Ruler of the Universe appeared only in his terrors, delighting in the miseries of his creatures, selfish and sordid in his views, capable of being appeased by vain ceremonies, and even with a price. The light which has beamed upon the world through the influence of philosophy has broken the spell by which they held the human intellect enslaved."

At the time of his removing to Lowell, there was but one congregation in the place, and that worshipping in the Episcopal form; and, to this most of the community then resorted. In the position which he occupied, the whole population of the village came more or less directly within the sphere of his influence. In these circumstances he perceived himself invested with a religious responsibility of serious extent and importance. He felt that the weight of his character and position must go into one scale or the other,—either for or against the religious interests of the people; that it was impossible for him to wield an influence that would be neutral in this regard; and, his ingenuous and comprehensive mind was at once made up as to the course which he consistently pursued. With the general reputation of the Episcopal church he was not unacquainted, with the Prayer Book he soon made himself familiar. In the discussions of his time, much use was made of the mysteries objected against the Trinitarian system, and he had himself felt the force of this popular argument. But, looking into the subject with his accustomed penetration, he soon perceived, and readily acknowledged, that no system of Theology, nor even of Philosophy, is free from mystery; and, that, in this respect, neither hypothesis had any advantage. And, in view of the authority of a Divine Inspiration, he determined to make the Bible the end of controversy, and to receive its revelations and its mysteries on the testimony of the sacred word.

Never having been baptized, his mind was exercised with characteristic ingenuousness and simplicity upon preparation for that solemn sacrament. After a very serious consideration, on Whit Sunday, June 3, 1827, he was baptized, in St. Anne's Church, publicly confessing his faith in Christ. He soon afterwards received the Lord's Supper, and was confirmed on the first subsequent opportunity. From that time he was a constant communicant, as he had been, and continued

to be a constant worshipper; never having been known to leave his chosen place of worship for the sake of attending on any other. He filled the office of Church Warden as assiduously as if he had no other engagement; and, in the absence of the Rector, repeatedly conducted the worship as a lay reader. His Christian character partook of the leading features of his mind. His religious affections were not subject to great excitements, for his mental operations were habitually slow and deliberate. They were strong, however, and deep, for his mind was strong and profound. Genuine simplicity is always amiable: when united with a vigorous and cultivated intellect, it is truly lovely; when found in connection with knowledge of the world and intercourse with men, it is as admirable as it is rare. Simplicity, under all these circumstances, was a marked and beautiful feature of his mind, and it pervaded his religion. His heart was open to religious influences, and his feelings were direct and truthful. They were not showy, for he was naturally reserved, even in departments wherein he excelled. His religious character was not wavering, because, having exercised his strong understanding in the simplicity of his heart, he acted conscientiously and consistently. His religion inclined to the cheerful, because the temperament of his mind was habitually so. The kindness of his natural disposition became benevolence in his religion, and induced him, in his quiet and unobtrusive way, "to set forward the salvation of all men" within his sphere of influence.

His cheerfulness in the social circle,—how he loved and enjoyed his select neighbors and friends in the familiar intercourse of evening recreations and readings at his own house, at theirs, will be remembered afresh by the yet living, who participated therein.

It was observed by his intimate friends that the labors and cares of 1833 were not sustained with quite his usual degree of physical vigor and elasticity. He was advised to take some relaxation, which he could scarcely be said to have done during his residence in Lowell. The summer was an inconvenient time for him to be absent, and he did not get away until the beginning of August. He then took a journey to New York and Philadelphia. But, his strength did not recruit. As he returned, on his way home, he was cold at times, and, when he alighted at his door, in the chill of the evening, from the stage which had brought him from Boston, August 23d, he went directly to his chamber, which he never left again. A fever, insidious and fatal, had seized upon him, and having run through a course of anxious fears, and trembling hopes, and assiduous attention, on the thirteenth of September, terminated his valuable life.

The next day there appeared, in a Lowell paper, of which the editor was Mr. J. Sleeper, afterwards of Boston, the following obituary:—

In this town, last evening, Warren Colburn, Esq., Superintendent of the Merrimack Manufacturing Company, aged 40 years.

Mr. Colburn graduated at Harvard, in 1820, and scrupulously fulfilled, through life, all the duties incumbent on him as a *man* and as a CHRISTIAN; and, his death will be severely felt, not only by his family, but by a numerous circle, to whom he was endeared by the ties of friendship and affection. It may be truly said of him that his mind was, intellectually and morally, of the ***highest grade***. His labors to advance the cause of education are well-known to the world; and, his admirable treatises on Arithmetic and Algebra are acknowledged as standard works, and are introduced into almost all our schools and academies. Many important improvements in the machinery of our manufacturing establishments are the fruits of his scientific researches and ingenuity. Indeed, he was always devising plans to improve his fellow-citizens in knowledge and virtue. His heart was full of philanthrophy, and his study, through life, seemed to be to do good. But, he is taken away in the prime of his usefulness. His pilgrimage is now over, and he has reaped the reward of the blessed.

Mr. Colburn had been a resident in Lowell for nearly ten [about nine] years; and, always identified himself with the interests of the inhabitants. The loss of such a man makes a chasm in society; and, years may elapse before it will be closed.

The following appeared in the same paper, September 16th, the day of his interment, and is from the pen of the late Elisha Bartlett, M.D., then a distinguished citizen of Lowell:—

"Dust to dust, and ashes to ashes," is the perpetually impending sentence of the Creator upon his creatures. And, amid more than common gloom, is that sentence this day uttered over the remains of the lamented COLBURN. It is not our purpose to enter into a history of the life, or to indulge in anything like an elaborate consideration of the character of our departed townsman; for, we have neither the means nor the ability requisite to the performance of this melancholy, but delightful duty: neither, as we well-know, can any poor words of ours lighten the sorrow or break up the darkness which his death has shed over a bereaved and afflicted family. But, in the privilege of friendship, we indulge the last sad pleasure of leaving our simple memorial to the memory of one whom we knew, and loved, and have lost.

Mr. Colburn was, in its best and broadest meaning, a *great* and a *good* man. To no other individual, either among the dead or the living, has the cause of education in New England been more indebted than to him. His mind was thoroughly imbued with the best of all philanthropy, that which labors to make itself operative and practical,—which is felt not only by its possessor, but by all within the sphere of its influence. He not only desired the improvement and happiness of his species, but he set himself to work out that improvement, and to place its consequent happiness in their reach. He did not indulge in indolent and unproductive dreams about the perfectibility of man; but, while he yielded to none in the ardor with which he wished to witness this consummation, he also, which is far better, yielded to none in zealous endeavor for its accomplishment. To judge of a man's character with any thing like fairness, we must take into the estimate the circumstances by which it would be probably influenced. These, in the present case, so far as they can be so under our institutions, were untoward. Mr. Colburn was not born amid the shades of academic bowers, and neither the smiles of the opulent nor the patronage of the great greeted his entrance into life; yet, he won his way honorably to the high places of science, and sat down, a peer, among the benefactors of his race. He was self-made,—the sole architect of his fortune and fame.

From these qualities of the head, we turn to those better ones of the heart, which, after all, constituted the principal charm, and the crowning excellence of

Mr. Colburn's character. Like the habitual smile on his countenance, he had a serenity of soul which could have been the result only of high honor, sound principle, and genuine piety. His moral worth, like his mental power, was quiet and unobtrusive, and no man ever bore his honors more meekly than he. His religion was the fruit both of feeling and of thought, and it shed a constant and celestial light over the "daily beauty" of his life. Rarely has it been our lot to witness the elements of all excellencies so harmoniously mingled. He is taken from us in the "midst of his days," in the prime of his usefulness, and, as in our shortsightedness we are accustomed to say, prematurely. But, why prematurely? How fully and how nobly has he accomplished the highest purposes of our earthly existence, and although, when measured by the lapse of years, his life has been short; it has been long, if we estimate it as we should, by its fruits and its issues. He lived the happiest and the most enviable of all lives,—that of the CHRISTIAN PHILOSOPHER: he died the happiest and most enviable of all deaths,—that of the RIGHTEOUS. E. B.

The friends of the late Dr. Bartlett will recognize, in the above, the familiar and unmistakable features of his own mind and pen.

In a weekly religious paper, entitled the Observer, edited at the time by Rev. Mr. Rand, appeared the following, as editorial.

We are not used to the work of writing eulogiums upon the dead; but, our feelings instinctively urge us to say something respecting the man whose name is at the head of this article.

Warren Colburn, taken all in all, was a most wonderful man. There was in him a combination of qualities which rendered him a friend to all, and which commanded the love of all. His was not a life of inaction. He lived to some purpose. With a constitution little fitted to the rough and stormy scenes of life, he set himself to work in his own appropriate sphere, and no man ever accomplished more. We have understood that Mr. Colburn's early life was not spent, as we should conjecture, from his attainments, amidst all the advantages of schools and academies; but, that he labored amidst great disadvantages in these respects. He was strictly a self made man. His efforts were well directed and efficient in respect to the improvement of the young. His Arithmetic introduced a new era in the history of that science, and opened the way for the numerous systems which have since been raised upon his superstructure.

His series of reading books have been also extensively adopted in all our schools, and are well adapted to secure the interest and profit of the schools.

He was an agent of the Merrimack Manufacturing Company in this place; which has sustained, in his death, an almost irreparable loss.

His attainments were great in all the branches of Mathematics and general science, and the cause of education through the country owes to his influence much of its present prosperity.

His disposition was amiable, and his hand was extended to all, without distinction, who claimed his friendship. He always appeared smiling and cheerful, and we are assured that he scarcely ever seemed less cheerful at his own fireside than in public.

Such was Warren Colburn, in his ***scientific*** and ***social*** qualities; but, from what we have seen and heard we should presume that his ***heart*** was impressed with the importance of deep and fervent piety. If we are not mistaken in this, Mr. Colburn presented a singular instance of a mind bent upon literary attainments, and yet deeply imbued with a spirit of religion. We would that all our men of learning were as sensible of their own mortality, and of the need of a preparation for the future life, as he was.

But, he is gone. His remains are with us; his immortal spirit has, we trust, gone to expand its powers, and to make more lofty flights in a purer and holier atmosphere. He has built his own monument, and it will stand longer than the mementos which other men can raise to perpetuate his virtues. The breaches which God thus makes, he alone can repair. Let us look to him in all our affliction, as he possesses the sources of consolations.

These articles, occasioned by the event of his death, serve to give expression of the prevalent feeling as pervading different portions of the community at the time of his departure. He was interred in Lowell; but, his body was afterwards removed to Mount Auburn, where a modest and durable monument was placed by his literary friends over his grave, with a simple inscription.

There will be added a few general impressions from the reminiscences of surviving friends, as more recently expressed.

"There are few men," says his friend, Mr. Batchelder, "who, in so short and quiet a life, have done so much good, and rendered their name so familiar. I remember, many years ago, on visiting, with him, a school in New Hampshire, on the invitation of the instructors and others interested in the school, that when I introduced him to one of the Trustees of the Institution, he manifested much surprize at his youthful appearance, and asked, 'Is this Mr. Colburn, the Mathematician?' remarking that, having heard so much of him, and of the good he had done in the world, he expected to see a man with gray hairs and bent with age."

His friend, Mr. Sherwin, says:—

Mr. Colburn was remarkable for simplicity of manners and character, sincerity, a high regard for truth, and an amiableness which endeared him to all his acquaintances.

James Hayward, Esq., says:—

Mr. Colburn was a modest unobtrusive man. I was first attracted by his scientific tendencies and tastes. I then sought his further acquaintance. I was struck with the strength and clearness of his mind, and the tendency of his inquiries to the practical and the useful. And, I was charmed with his simplicity and directness, his perfect truthfulness and honesty of thought and purpose. He was a man in whom there was no guile. His simplicity and directness were seen in all his pursuits; as well in his business as in his scientific inquiries, and his intercourse with society. In all, he was a man *in earnest*. I remember that I early got these impressions of him, and used to embrace every convenient opportunity of being in his society. His love of science made his society both entertaining and instructive, and the simplicity and benignity of his character made it absolutely charming. I reckon it among the peculiar blessings of my life, that I have been permitted to enjoy the acquaintance and friendship of such a man. The tendency of his mind was to scientific accuracy; and, he exercised it in the higher subjects of philosophical inquiry. His attainments in analytical mathematics were eminent; and, it is known that, in his leisure from business, he applied himself to the solution of some of the most difficult problems in astronomical science. But, the tendency of his mind was, as I have said, to the practical in knowledge. His study was to simplify science,—to make it accessible to common minds; and, in my opinion, his elementary books are instances of great success in this way; especially the "First Lessons in Arithmetic." I hold in great admiration Mr. Colburn's character as a student in science, a practical philosopher, a man, and a Christian. These are the impressions which he made on me; and, the lapse of more than twenty years has not tended to efface them.

James A. Treat, Esq., of Pittsfield, N. H., says:—

When I left Cambridge, 1832, I went into Mr. Colburn's counting-room, and remained there until his summons came. While in his counting-room, I became better acquainted. I there began to appreciate the good and noble qualities of his character. There, with others, I was irresistibly drawn to love and respect him. There I learned to admire his uniform urbanity, his pleasant look, his kind word, in giving directions or advice. Even in giving admonition, if necessary, his kindness was seen and felt.

In my mind's eye, I can now see him at his office. I can see his mild and

GIDEON F. THAYER.

GIDEON F. THAYER, founder of Chauncy Hall School, Boston,—an establishment which he planned and conducted on a scale of liberality and with a degree of success seldom exemplified previously in any private seminary founded and maintained by the efforts of an individual unaided by any association,—was born in Watertown, Mass., Sept. 21, 1793; and the circumstances of his early life are worthy of notice, as testifying to the effectual character of the mental foundation laid, at that day, by the Massachusetts common school system of education, limited, as it comparatively was, in extent. To the operation of that system, and to his own otherwise unaided self-culture, Mr. Thayer owes all that he attained in the way of intellectual advancement. His father was a house-builder and carpenter. His grandparents, however, on both sides, were officers in the Revolutionary army,—a circumstance which doubtless had its influence in the active part which he afterwards took in the duties of the military company of "Rangers" formed in Boston at the beginning of the war of 1812.

Mr. Thayer's years of boyhood were passed principally in Brookline and Boston, till the age of fourteen, when he entered a retail store, as clerk, in which capacity he continued for six years. In 1814 he commenced his course of life as a teacher. His style of penmanship, for which, when a schoolboy, he had obtained a Franklin medal, enabled him successfully to apply for the situation of usher in the "South Writing School" of Boston, then under the care of Mr. Rufus Webb.

Mr. Thayer's labors in instruction were interrupted, in 1818, by a hemorrhage at the lungs, which, though checked by the invigorating effect of a resort to New Orleans and a horseback journey home, was followed by white swelling in the knee, which suspended his teaching for a year longer. In 1820 he was able to resume his vocation, but in a private school, on a very limited scale. His characteristic energy and devoted attention to his school, however, soon brought him a large increase of pupils; and, in 1828, the confidence felt in his success was such as to enable him to command, on credit, the means of purchasing the eligible site in Chauncy Place (now Chauncy Street), on which,

G. F. Thayer

with the aid of a similar pecuniary foundation, his school edifice was erected.

The plan of the building was on a liberal scale of accommodation for all educational purposes, and embraced, in addition to the improvements then recently exemplified in some European school structures, several original features conducive to the physical and moral as well as intellectual purposes of education. The principle of the division of labor was carried to a much greater extent than in any private school at that time existing in our New England cities. The various branches of education usually pursued in preparation either for commercial or collegiate life, were distributed among a numerous corps of accomplished teachers; the principal reserving to his own more immediate care the departments of penmanship, orthography, and elocution, together with that of moral instruction, to which a regular daily attention was given, in conjunction with the subjects of practical habits and personal manners. On these latter points Mr. T. possesses a remarkable talent for commanding and holding the attention of a youthful audience. His brief addresses on such themes always enkindled a warmth of sympathy amounting to enthusiasm. His pupils were ever aware that he had at heart their moral progress much more than merely their intellectual advancement. They daily heard from his lips the noblest sentiments; and the most apposite examples of every virtue were introduced in striking instances from history and biography and daily occurrences in actual life.

The scale on which Mr. Thayer commenced Chauncy Hall School seemed, at the time, to some minds, too broad and too high to be sustained by an unaided individual; and not a few ventured to prophesy the failure of an experiment so bold. But its projector was aware of the force of that impulse which, at the time, actuated the general mind of New England, and of Boston in particular, on the whole subject of education, and on improved methods of instruction. With characteristic energy and enterprise, and indefatigable perseverance, he labored at his chosen work; and every year added its testimony to his ample success, till, yielding to the requirements of health, he withdrew to less exhausting pursuits at the close of the year 1855. The school, however, continues to flourish on its original plan, and, under the direction of Mr. Thomas Cushing, himself formerly its pupil, realizes all the liberal views of its founder.

Mr. Thayer's success in life is due to a strong and well-founded self-confidence, and to a tireless activity and energy — an inborn necessity for doing — which were abundantly shown in his early efforts at self-improvement, and which have ever since made him an

efficient helper in many enterprises of benevolence and mental and moral improvement, other than his profession. During the fifty-five years while Mr. Thayer has been earning his living in Boston, his interest in human progress has been unflagging, and his coöperation in all efforts for its promotion, whether in the city or in the suburban towns, where he has in part resided, constant and hearty.

While yet a youth, he was a member of a literary association called "The Belles-Lettres Club," which met weekly to read original compositions; was afterward, from 1825 to 1835, a member of the Boston Debating Society; and at still later periods belonged to "reading circles" together with such men as Dr. W. E. Channing, Dr. Follen, Dr. Tuckerman, Mr. Timothy Walker, &c. While a clerk he pursued a course of study in French, under M. Sales, in hours saved from business. After becoming an usher in the South Writing School, he continued, outside of school hours, to assist his former employer; and at the same time taught an evening school for the instruction of young men and apprentices in reading, writing, and arithmetic.

He early enlisted in the Sunday-school enterprise, was a teacher in Dr. Channing's school (now Dr. Gannett's), afterwards superintendent of that of Dr. Pierce's church at Brookline, and again in Dr. Lunt's at Quincy. The latter school, indeed, had been wholly discontinued, but under Mr. Thayer's vigorous ministrations grew to a total number of two hundred and twenty persons within a period of two years. He was for some time an agent of the Boston S. S. Society, and in that capacity visited many schools and delivered many addresses in various parts of New England; and since leaving the office he has still, from time to time, performed much of the same duty.

While residing in Quincy, Mr. Thayer lectured and labored with effect for the establishment of the high school there; was actual editor of a weekly paper, the *Quincy Patriot*, devoted to literature and material and mental improvement; was president of the lyceum for one year, during which was furnished the longest and best course of lectures ever enjoyed in Quincy; and was — as, indeed, elsewhere at various times — member of the business committee of his parish.

He was one of the founders of the American Institute of Instruction, of the American Association for the Advancement of Education, of the Norfolk County Teachers' Association, — one of the earliest bodies of its class, — and of the Massachusetts State Teachers' Association. He has attended most of the meetings of these bodies, and has held distinguished official positions in them. He was one of the editors of the *Massachusetts Teacher* for 1848; was many years chairman of the managers of the Boston Dispensary; was one of a commit-

tee for raising a fund for the Washingtonian Total Abstinence Society, which gathered five thousand dollars in one season; was six years a member of the Common Council of Boston, and, while such, a member of the Committee on Public Instruction, a visitor of the Boston Lunatic Hospital, one of the originators of the movement for establishing the Boston Public Library, and assisted in forming the Association of Franklin Medal Scholars.

Mr. Thayer's liberality of views and strong practical common sense have been markedly shown in his ready appreciation of improvements, and in his independence of personal action. Only a little later than 1820, he had, in connection with his school, some apparatus for physical exercise; and was then accustomed to take his pupils, at recess, to Boston Common, for open-air exercise and practice. He was connected with the gymnastic school which was under the care of Dr. C. Follen, and afterwards of Dr. Francis Lieber; and was early a quiet coöperator with Mr. Josiah Holbrook in introducing into schools a department of natural science.

To the younger members of his former profession Mr. Thayer has furnished a noble example of zeal and industry, and of entire devotedness to the daily duties of a teacher's life, in all the relations of promptness, punctuality, vigilance, regularity, and order; of strictness of requirement, yet generous allowance for the imperfections of childhood and youth, a warm sympathy with juvenile feelings, and unfailing readiness to aid the recovery of the erring to duty and to happiness. He has left also to those who are entering on the teacher's life the benefit of his example, in the earnestness with which he has engaged in all social and civil duties as a member of the community, never allowing himself to plead his school engagements as an excuse for omitting those of any just claim on his attention and effective action as a man, as a neighbor, or a citizen.

Every moment of school hours was sacredly devoted to its particular use; and hours of gratuitous attention were sedulously given to the voluntary discharge of extra duties of all sorts connected with the daily work of teaching. Yet so economically was every moment of the day planned and distributed, that no call of public or private duty seemed ever to be neglected. By method rigorously exact, and a military promptitude of habit and action, he was enabled to meet the demands of a multitude of professional and extra-professional duties connected with official stations in city life and beneficent associations in town and country. An active intermingling with society, and a liberal stake in the business of life, he deemed an aid, not a hindrance, to the true success of a teacher as an educator of men.

To one who, for successive years, enjoyed daily opportunity of observing Mr. Thayer's operations in the school-room, we are indebted for the following testimony:

"One could not be long within the sphere of his influence, as an instructor, without being fully convinced that he had fallen into the niche for which nature had designed him; that he was a *master* in every sense of the word. His dignified person and manners bore the seal of authority legibly impressed upon them; while his exact and thorough knowledge of whatever he undertook to teach was immediately apparent in his mode of communicating it. It was evident that, regarding the trust reposed in him as an important one, he was endeavoring to fill it with conscientiousness, earnestness, and efficiency; that he knew no half measures in his share of the work of instruction, and would be satisfied with none on the part of his pupils.

"In his ideas of his duty as a teacher Mr. Thayer was eminently *conscientious*. In taking charge of another's child, he felt, in its full force, what is made the legal obligation of the public teacher, to consider himself *in loco parentis*. Everything was to be done by him that could conduce to the improvement of the mind, heart, health, or manners of the precious charge. He did not consider his duty done by going through any formal routine of lessons or hours, but would *labor* in season and out of season; ever trying some new expedient to reach conscience or intellect, hoping against hope, and dismayed by no amount of dulness or unappreciating indifference.

"Personal comfort, or the enjoyment of time that might fairly be considered his own, were never thought of by him, when, by the sacrifice of them, there was a possibility of improving those under his charge. Years of time have been devoted by him in extra and self-imposed labor which could never have been expected of him. But such labor was not unrewarded. Impressions were often produced that could hardly have been looked for; and the animus of the teacher came to be understood even by the reckless and negligent. Whatever his requisitions or inflictions, his pupils felt that he was conscientiously acting for their benefit; and in maturer years, if not at the time, have acknowledged their obligations. Independent of any literary improvement, a valuable lesson was thus taught them, that was never forgotten.

"*Earnestness* was eminently characteristic of Mr. Thayer as a teacher. Regarding his duty as highly important, he undertook the discharge of it with all his might. Holding nothing unimportant in a work that is made up of particulars, a chain of many links, he would not allow one of them to pass from his hand unskilfully forged,

or carelessly polished and united. He was equally alive to the necessity of correcting an error or impressing a truth the ten thousandth time as the first, and would use the same liveliness of manner and clearness of illustration to impress it on the young mind. The writer can distinctly remember, after the lapse of thirty years, *when* various points of propriety and correctness were indelibly impressed upon *his* mind. Education, under Mr. Thayer's direction, was no sleepy process, no mere matter of books, or routine of question and answer, but something that called out the whole man, warm, fresh, and glowing with his subject. Possessed of much native eloquence and power of illustration and persuasion, Mr. Thayer used them freely, and often successfully, to warn, guide, and encourage; and his brief but impressive addresses have planted much good seed in the minds and hearts of his hearers. Mean, selfish, and unmanly actions received a withering condemnation from his lips, and the doers of them were glad to hide their abashed heads; while no one could better portray the honest, the just, the magnanimous in conduct, and confirm his hearers in the practice of them. Mr. Thayer had the qualities that go to make the orator or the advocate, and would, no doubt, have succeeded as well at the bar, or in the pulpit, as in the school-room. Believing that important ends were to be attained, he threw himself into his work with an ardor that increased rather than diminished with increasing years and experience,—not the mere sudden and quickly-spent fire of the novice, but the steady, undying warmth of the veteran.

"*Exactness* and *thoroughness* were original qualities of his mind, and were fully brought into play in the exercise of his profession. Whatever he knew, he *wholly* knew, and tried to impart in all its entireness. In his favorite department of *elocution*, he had early made the orthoëpy of the English language his special study, and had fixed in his mind the best authorized pronunciation of every word in it; at least, during a long intimacy, the writer never knew him at a loss to decide promptly and correctly when appealed to in regard to any doubtful or disputed point. The characteristics and habits of mind which will enable any one to do this, will be appreciated by those to whom the troublesome subject of English pronunciation is ever new, and whose minds are never fully settled in regard to it. His mind held, with a vice-like tenacity, anything connected with the subject, and reproduced it at the shortest notice. As a consequence, his teaching in this or any other branch that he undertook was marked by an unusual degree of promptness and accuracy. If there was a *best way*, he was master of it, and wished his pupils to be also;

His lectures before the Institute — the first on "*The Spelling of Words, and a Rational Method of Teaching their Meaning*," in 1830; and the last, on the "*Connection of Courtesy with School Instruction*," in 1840 — have been widely circulated and read, and have had a marked influence on the opinions and practice of teachers. So highly was the lecture on "Courtesy" esteemed by Mr. Mann, that he printed it entire in a number of the *Common School Journal*, as well as in pamphlet form, and of the last sent a copy to every school in Massachusetts. Of a portion of the same lecture Mr. Barnard has given a circulation of over fifty thousand copies in the form of an educational tract, and in his publications on school architecture. In 1856 Mr. Thayer commenced in the *American Journal of Education* a series of Letters to a Young Teacher, which he has continued in successive numbers, and proposes to continue until he has gone over in a plain, practical way all the principal topics of school-keeping. These "Letters," when completed and collected in a volume, will be a valuable contribution to our educational literature.

In consideration of Mr. Thayer's service to the cause of letters, the corporation of Harvard College, in 1855, and of Brown University, in 1854, conferred on him the honorary degree of Master of Arts.

William Russell.

Ed. Am. Journal of Education (Boston,) 1826-29.

WILLIAM RUSSELL.

EDITOR OF THE FIRST SERIES OF THE AMERICAN JOURNAL OF EDUCATION,

BOSTON, 1826 TO 1829.

THE following are a few particulars of the professional life of Mr. William Russell,—the editor of the first periodical published in the English language, devoted exclusively to the advancement of Education, and for nearly forty years an active teacher and laborer in the educational field.

Mr. Russell was born in Glasgow, Scotland, and was educated at the Latin school, and the university of that city. During his course of study in the latter of these institutions, the "First Philosophy Class,"—embracing the subjects of intellectual philosophy, logic and rhetoric,—was, fortunately for Mr. Russell, in his subsequent life as a teacher, under the care of Professor George Jardine, author of the "Outlines of Philosophical Education." That eminent and revered instructor, by his zeal and eloquence on his favorite theme, the philosophy of human culture, awakened a lively sympathy with his views, in the minds of his students. After fifty years noble service, he still retained a warm feeling for whatever concerned the subject of education; as he manifested in his cordial expressions of pleasure on the establishment of the American Journal of Education, in the city of Boston, in the year 1826.

An incipient pulmonary affection made it advisable for Mr. Russell, immediately on completing his college course, to leave his native land, for a residence in a warmer climate. He came, accordingly, to the State of Georgia, in the year 1817; and, deeming it unadvisable, at so early a stage of life, to accept the offered situation of "rector" of an academy, commenced the business of instruction, as a private tutor, in the family of a distinguished Georgian statesman.

In this occupation, he passed, advantageously to his health, a few of the earlier years of his life as a teacher. He subsequently revisited Scotland; but, at the solicitation of his southern friends, returned in the year following to the State of Georgia, and for two years, took charge of the Chatham Academy, in the city of Savannah. His marriage connection with a lady from the state of Connecticut, creating a preference for a family residence in the city of New Haven, he taught there for some years, the New Township Academy, and the Hopkins

Grammar School,—the preparatory classical seminary connected with Yale College.

The peculiar form of illness, to which Mr. Russell is liable in cold latitudes, having returned, a less sedentary mode of teaching became desirable for him; and with a view to the benefit of such a change, he commenced the instruction of classes in elocution, in connection with the Theological Seminary at Andover, the University at Cambridge, the Public Latin School, and Chauncy Hall School, in the city of Boston. Soon after this change of occupation, he was invited to take the editorial charge of the American Journal of Education, published in Boston, first by Mr. Thomas B. Wait, in 1826, next by Mr. S. G. Goodrich, and subsequently by Messrs. Carter & Hendee. Mr. Russell continued to conduct this periodical for nearly three years from the date of its publication.

The early direction given to Mr. Russell's studies and pursuits by the influence of Professor Jardine, led him to take a deep interest in the general subject of modes of education, in their adaptation to the development of mind and character. This circumstance subsequently proved a useful preparation for the business of conducting an educational journal at a time when, as yet, no publication of that description existed in our own country or in England; although the light shed on the whole subject of education by the labors of Pestalozzi, had excited, throughout Europe and America, a fresh interest on all the great questions involved in the various departments of physical, intellectual, and moral culture.

The only Journals then devoted to the subject of education, were those of Germany, France, and, perhaps, one or two other countries on the continent of Europe. The necessity of important changes in the plan and character of education, was beginning to be deeply felt in England. But this feeling had hitherto been expressed only in detached suggestions from the minds of individuals, in occasional pamphlets, or similar forms of publication. In the United States, the condition of matters was much the same as in England; although, in some instances, the degree of attention excited on the subject, was both stronger and more definite.

Warren Colburn's invaluable contribution to the improvement of education, in the publication of his Intellectual Arithmetic, had virtually introduced the spirit of Pestalozzi's methods of instruction into the schools of New England; and much had been effected by the diffusion of liberal views on the whole subject of education, by Mr. James G. Carter, through his numerous and able editorial articles in the United States Literary Gazette.

Much also had been done toward the same results by the successful exertions of Professor Walter R. Johnson, in connection with the establishment of the Franklin Institute, in Philadelphia, and with the introduction of the school system of Pennsylvania. Valuable aid had been rendered, likewise, to the interests of education, by the exertions of the Rev. Mr. Gallaudet, of Hartford, for the introduction of modes of instruction adapted to seminaries for the deaf and dumb, but incidentally shedding a truer light on all forms of mental development. The arduous labors of Mr. Russell, in the unassisted editorial care of the Journal of Education, although of no pecuniary benefit to him personally, were amply rewarded by the many invaluable results to which they led. Prominent among these were the instruction of physical education, in various forms, into American seminaries; more liberal views on the subject of female education; more genial methods of conducting the business of early culture in primary schools; the establishment of lyceums and other popular institutions connected with the diffusion of useful knowledge; the formation of Teachers' Associations, and the establishment of seminaries for teachers.

The Journal met with warm encouragement throughout the Union, and was extensively used as a vehicle of communication, both for developing the views of the friends of education in several of the States which were then occupied with the establishment of systems of public instruction, and for the diffusion of improved methods of teaching, which were then claiming general attention in New England and other parts of our country, where the subject of education had attained to a more mature stage of advancement. Eminent educators and philanthropists abroad, both in England and on the continent, gave their cordial sympathy and commendation to the design and character of the American Journal, and contributed effectual aid to its purposes, by liberal exchanges, and copious supplies of material, in the shape of important public documents.

The editorial care of the Journal, though an exceedingly laborious form of occupation, was one which was peculiarly agreeable to Mr. Russell, from his personal tastes and habits; and he would gladly have continued it, could he have done so with safety. But the employment of conducting an educational periodical being necessarily, for the most part, a gratuitous service, it could only be performed by laboring at night after the days' occupation in teaching. Three years of this double toil occasioned a reduction of strength which called for a temporary cessation of exertion; and at the request of an eminent friend of education, residing in Germantown, Pennsylvania, Mr. Russell taught, for several years, a limited class of young ladies, in that

village, and, subsequently, a school of a similar description, together with private classes, in the city of Philadelphia.

On his return to Boston, he resumed his former line of teaching there and at Andover; attending, at intervals, as lecturer and instructor, at the spring and autumn sessions of Teachers' Institutes in the State of Rhode Island, under the direction of the Hon. Henry Barnard, then State Commissioner of Schools. Mr. Russell was employed, also, for some years, in conducting the exercises of similar associations in the State of New Hampshire; occupying himself, during the winter season, for the benefit of a milder climate, in teaching classes at Princeton College, and in the cities of New York and Brooklyn. In fulfilling these numerous engagements, he was frequently assisted by his son,—now Rev. Francis T. Russell, of New Britian, Connecticut, who, from his interest in the cause of education, still affords such aid to the Teachers' Institutes of that State.

In 1849, at the invitation of friends of education in New Hampshire, Mr. Russell established there a seminary for teachers, which he continued to conduct or direct, for several years. But his health incapacitating him for the active duties of teaching, during the severe winters of that region, he was induced, in the spring of 1853, to move his Seminary to Lancaster, Massachusetts, where he now resides.

Mr. Russell commenced his seminary in Lancaster, with liberal aid from the local friends of education there, and with the assistance of a numerous and superior corps of instructors; among whom were Professor Hermann Krüsi of Switzerland, previously instructor in mathematics and modern languages, in the Home and Colonial Normal Seminary of London, and now Instructor in the Massachusetts Teachers' Institutes,—Professor William J. Whittaker of London, subsequently Principal of the Boston School of Design, and now similarly occupied in the city of Philadelphia,—Mr. Dana P. Colburn, now Principal of the Rhode Island Normal School, Providence, and Sanborn Tenney, A. M., of Amherst College, now Instructor in the Massachusetts Teachers' Institutes.

But the highly liberal course now adopted by the State of Massachusetts, in establishing State scholarships in her colleges, for the benefit of young men intending to devote themselves to the business of teaching in the public high schools of the State, and in the generous encouragement given to students of both sexes in the State Normal Schools to extend their course of professional study, has, to a great extent, superseded the necessity of any private establishment for the higher professional training of teachers. Mr. Russell, therefore, devotes, at present, but a limited portion of the year to instruction in Lancaster. During the spring and autumn months, he continues to

attend the circuit of the Teachers' Institutes of the State, held under the direction of the Secretary of the Board of Education. Mr. Russell's department in the institutes is that of lecturer and instructor in reading and elocution. Part of the year he devotes, as formerly, to the instruction of classes in elocution, at several of our New England colleges and professional seminaries.

The principal services which Mr. Russell has rendered by his personal exertions in the field of education, have been those of editorial labor, the direction of seminaries for teachers, and the instruction of classes at Teachers' Institutes. As a practical teacher, however, he has been extensively engaged, as a lecturer and teacher in elocution, in seminaries of various grades. A number of his earlier years were spent in the usual forms of academic supervision and instruction. His modes of teaching, when so situated, he has developed in his course of grammatical exercises adapted to his edition of Adams' Latin Grammar,—in his Grammar of Composition, and in his Exercises on Words. His methods in elocution, adapted to the successive stages of instruction, are embodied in his series of reading manuals and other text-books,* which have been extensively used in our schools and colleges and professional seminaries, and have effectually contributed to the advancement of a branch of education previously much neglected.

A subject to which Mr. Russell has devoted much attention and which he has frequently brought forward at the meetings of teachers, is one of common interest to all who devote themselves to teaching as a business for life,—the importance of placing the occupation on the footing of a recognized profession. After his address on this subject, before the New Hampshire State Association of Teachers, a committee was appointed to report upon it; and a resolution was subsequently passed by that body, that admission to membership in the Association should thenceforth take place by professional examination and certificate. We hope that Mr. Russell, before withdrawing from the field of active labor in education, will enjoy the satisfaction of seeing his wishes regarding the distinct recognition of teaching as a profession, amply fulfilled throughout our country, and the profession crowded with practitioners, trained and qualified to the highest pitch of his expectations.

* A list of these and his other publications we have annexed to this sketch of his professional life. It is but justice, however, to Mr. R. to state, with reference to their large apparent number, that his works were not published for pecuniary purposes, but were mostly prepared at the solicitation of his numerous classes of teachers, for their immediate use. A few of them unexpectedly obtained a wide circulation; but most of them have been serviceable rather as pioneers than otherwise.

MEMOIR OF HARVEY PRINDLE PEET,

PRESIDENT OF THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

Harvey Prindle Peet was born in the little town of Bethlem, Litchfield Co., Conn., November 19, 1794. Bethlem is one of the smallest and roughest towns in the state, but has been remarkably favored in the successive ministrations of two great lights of the church, the Rev. Joseph Bellamy, D. D., and Rev. Azel Backus, D. D., both eminent as theologians, as preachers, and as teachers of youth. Dr. Backus, afterward the first president of Hamilton College, conducted in this town a family school of high character, which attracted to Bethlem several families of rare intelligence and refinement. Under such influences, the intellectual and religious tone of the society in which the earliest years of the subject of this sketch were passed, was eminently such as to favor the acquisition of that force of character, amenity of manners, and strength of religious feeling for which Dr. Peet has ever been distinguished; while at the same time, born a farmer's son, and growing up with healthful alternations of study, labor and free recreation on the rugged and picturesque hills of Litchfield County, he acquired that well developed frame, freedom of movement, physical hardihood, and practical tact that have eminently fitted him for the exhausting work of a teacher of the deaf and dumb.

His early advantages of education were few. Working on a farm in the summer, and attending a district school in the winter, and fond of reading at all seasons, like many other New England boys who have worked their own way to education, and in the rough process acquired the power of working their way to subsequent distinction, he began at the early age of sixteen to teach a district school. This employment he continued during five winters, till at the age of twenty-one, he had established a character for ability in his profession, which procured him the situation of teacher of English studies in schools of a higher class,—at first, in that of Dr. Backus already mentioned, in his native town, and afterward in that of Rev. Daniel Parker, in Sharon, Conn. He now saw prospects of higher usefulness opening before him, to the realization of which the advantages of a college education would be important. In the school of Dr. Backus he began his Latin grammar at the same time that he taught

Eng.d by A.H. Ritchie

H. P. Peck

a class in English studies. After a delay, chiefly occasioned by want of means, he went, in the fall of 1816, to Andover, and fitted for college in Phillip's Academy, under the care of John Adams, LL. D.,* father of Rev. William Adams, D. D., of New York.

As an illustration of the early difficulties that young Peet manfully met and overcame in his pursuit of a liberal education, we mention that, at Andover, he earned a portion of his support by gardening in summer, and sawing wood in winter.

Mr. Peet entered the time honored walls of Yale in 1818, and graduated in 1822, taking rank with the first ten in his class. He had made a public profession of faith in Christ some years before, and his original purpose was to devote himself to the work of the christian ministry, but an invitation to engage as an instructor of the deaf and dumb in the American Asylum at Hartford, gave him an opportunity of discovering his special fitness for this then new profession. Thus began that career which has proved so honorable to himself, and so beneficial to that afflicted portion of the human family in whose service his life has been spent.

The early success and reputation of the American Asylum, which made it, thirty years ago, in popular estimation, the model institution of its kind, was mainly due to the careful and felicitous choice of its early teachers. Mr. Peet's associates at Hartford were all able and most of them distinguished men. When we find that, among such teachers as his seniors in the profession, Thomas H. Gallaudet, Laurent Clerc, William C. Woodbridge, Lewis Weld, and William W. Turner, Mr. Peet was early distinguished in all the qualifications of an efficient teacher of the deaf and dumb, we are prepared for the subsequent eminence he attained. Within two years after he joined the Asylum, he was selected as its steward, an office giving him the sole control of the household department, and of the pupils out of school hours. The duties of this post were superadded to those of the daily instruction of a class, either alone sufficient to occupy the energies of an ordinary man. Shortly before assuming the duties of steward, he had married his first wife, Miss Margaret Maria Lewis, daughter of Rev. Isaac Lewis, D. D., an estimable, accomplished and pious woman, who proved in every sense a helpmeet for him.

In the year 1830, the Directors of the New York Institution for the Deaf and Dumb, the second American school of its kind in priority of date,—which had been for years losing ground in public estimation, were awakened to the importance of placing their school on higher ground. Seeking for a man whose weight of character, acquaintance

* This worthy man is still living at Jacksonville, Ill., at the advanced age of 83.

with the most successful methods of instruction and tried efficiency as a teacher and as an executive officer, would invite confidence in advance, and justify it by the results; who could introduce improved methods of instruction, in the school-rooms, and at the same time, order and efficiency in all departments of the institution, their attention was fortunately directed to Mr. Peet, who, almost alone in his profession, had established a reputation for equal and eminent efficiency as a teacher and as the superintendent of an asylum. The offices of principal teacher and superintendent had been separated at the New York Institution, much to the disadvantage of the institution. The title of principal, uniting the two offices, was now tendered to, and accepted by Mr. Peet. He held likewise the office of secretary of the Board of Directors, till he became its president fourteen years later. The new head of the institution thus had immediate control of all departments of the establishment, with a seat in the Board of direction itself. While such an arrangement increases the labors and responsibilities of the principal, it also makes success more fully dependent on the qualities and personal exertions of that officer, and, where the man is equal to his task will secure higher results by securing unity of will in all departments of the establishment.

Mr. Peet, entering on his new duties in New York, on the first of February, 1831, found, in the task before him, abundant need of all his energies and resources. Order and comfort in the household, discipline and diligence among the pupils, and interest and method in the school-room, had to take the place of confusion, negligence, frequent insubordination, and imperfect methods of instruction. The labors which Mr. Peet imposed upon himself at that period were multitudinous and herculean. He practically inculcated that all the inmates of the institution formed but one great family, and himself as its head, taking with his wife and children his meals with the pupils, rose to ask in the visible language of the deaf and dumb, a blessing, and return thanks at every meal. He ever gave prompt and paternal attention to the complaints and little petitions of his pupils, and devoted for the first few weeks, a large share of his personal attention to inculcating and enforcing habits of order and neatness. He conducted, for the first year or two, without assistance, as he has ever since continued to do in his turn, the religious exercises with which the school is opened each morning and closed each evening. On Sundays, he delivered two religious lectures in signs, each prepared with as much care as many clergymen bestow on their sermons, and delivered with the impressive manner, lucid illustrations, and perspicuous pantomime for which he was so eminent. He gave his personal attention to the school-rcom arrangements of all the

classes, and to preparing lessons for the younger classes. He kept the accounts and conducted the correspondence of the institution, and attended the meetings of its Directors. He planned numerous improvements in the details of every department of the establishment, down to dividing the classes by screens, painting the floors, and marking the linen,—and superintended their execution. And in addition to all this amount of labor, enough to task the full energies of most men, he taught with his accustomed eminent ability a class during the regular school hours.

Those who were then members of the institution still retain a vivid recollection of the wonderful powers of command which Mr. Peet displayed over the male pupils, many of them stout young men, grown up wild before coming to school, habitually turbulent, and prejudiced in advance against the new principal. Equally vivid is their recollection of the lucid and forcible manner, strongly in contrast with the style of the former teachers, in which he was wont to deliver in pantomime a religious lecture or a moral exhortation, or explain a scripture lesson. Where some other teachers were only understood by a particular effort of attention, the signs of Mr. Peet were so clear and impressive, even to those not much conversant with the language of the deaf and dumb, that they could have imagined themselves actual spectators of the events he related, and in his gestures, and the play of his features, traced all the thoughts and emotions of the actor.

The following, preserved by one of his assistants, as the first Sabbath lecture delivered by Mr. Peet in the New York Institution, (February 6, 1831,) may serve as a specimen of the outlines or skeletons of these lectures, which were written out on the large slates at one side of the room, fitted up as a temporary chapel;* the object of preparing and writing out these skeletons being in part to aid the lecturer, and in part to make the lecture an occasion of improvement for the whole school in written language, as well as in moral and religious knowledge. But no words would give an adequate idea of the spirit and power with which these written outlines were explained and illustrated in pantomime. What appeared on paper a mere skeleton, under the hand of the teacher started to life, and swelled out in full, natural and graceful proportions.

"Matthew, 19 : 14. But Jesus said, suffer little children to come unto me, and forbid them not, for of such is the kingdom of heaven."

"The kingdom of heaven is that kingdom of which Christ is king. All belong to it, whether in heaven or on earth, who love and obey him.

* There was no room fitted up as a chapel in the New York Institution till Mr. Peet took charge of it.

All these enjoy his present favor, and they will enjoy eternal glory with him.

This is the kingdom to which children who seek the blessings of Christ belong.

They belong to it because they are united to it.

1st, In their feelings, 2d, in their services, 3d, in their enjoyments, 4th, in their prospects."

REFLECTIONS.

"1. Children who indulge in wicked feelings do not belong to the kingdom of heaven.

2. Children should be kind and affectionate to others, and try to lead their companions to Christ.

3. Children should not seek their happiness in this world, for they can not obtain it.

4. They who are humble and pious will go to heaven when they die, and be happy forever.

5. If you are impenitent, and do not seek the favor of Christ, you can not be admitted into heaven."

In delivering a lecture like the above, to a congregation of deaf mutes, for most of whom, signs are far more clear and impressive than words, and many of whom are in so rude a state of ignorance that they have never distinctly contemplated many of the ideas which seem simple and elementary to those who hear and speak, it is necessary for the teacher, at almost every word on his slate, to go back to the simplest elements of thought, to define, analyze and illustrate; to adduce familiar examples, and prefer always the concrete to the abstract. In this art of adapting his explanations and illustrations to the comprehension of intellects as yet very imperfectly developed, as in other branches of his profession, Mr. Peet was eminent.

The effect of Mr. Peet's labors was soon evinced in a marked improvement in every department of the institution, which, from that day to this, has been steadily gaining in reputation and usefulness. In the domestic department, he was well seconded by his excellent wife, and by her devoted friend, Miss Martha Dudley. In the department of instruction, he had the able assistance of Mr. Leon Vaysse, who had been invited a few months previously from the institution of Paris, to which he returned three or four years later.* With this exception, Mr. Peet had for some time, to labor alone. The old teachers left within a year or two, and the selection of new ones was a difficult task, for it is not every clever and well educated

* Mr. Vaysse is senior professor and *ex-officio*, second Director, (vice-principal,) of the institution of Paris.

young man who is found, on trial, to possess the mental and physical adaptation, necessary to success in the instruction of the deaf and dumb. But in making the selection, Mr. Peet displayed his accustomed tact, and met with his wonted success. Within a few years, the institution could boast of a corps of teachers hardly to be rivaled for zeal, talent, and special adaptation to their profession by those of any similar institution in the world.

In proportion as Mr. Peet succeeded in training up an efficient corps of teachers, his labors were lightened. Each teacher, as he acquired sufficient skill and readiness in pantomime, conducted the religious exercises in turn, and took charge of the pupils out of school in turn. And after the first three or four years, the principal was relieved from teaching a class personally, to enable him to superintend more at ease the general course of instruction, and the general affairs of the institution. At a much later day, however, he voluntarily assumed the instruction of the highest class for several terms, in a temporary scarcity of experienced teachers.

Mr. Peet was soon called to experience a bereavement of the heaviest kind. His amiable, intelligent and accomplished wife, for seven years, had added to the cares of a young family, the duties of matron at the American Asylum, and on removing to New York, continued to devote herself to the general oversight of the female pupils, and of the domestic department, though relieved by her friend, Miss Dudley, of much of the actual labor. There is reason to fear that her warm sympathy with the efforts of her husband to elevate, in every sense, the institution with whose interests and success he had identified himself, led to greater exertions in her own department than her feeble frame could support. A constitutional tendency to consumption became developed in the year following their removal to New York, and soon assumed that character of beautiful yet hopeless decline, so familiar to thousands whose dearest connections have traveled this gentle declivity to the grave. Removed to her native air, in the vain hope of relief, she died at Hartford, on the 23d of September, 1832, leaving three little sons,—an infant daughter having been taken to heaven before her. Those who watched by her death-bed, remember with deep and solemn interest, that in the last moments of life, after the power of speech had failed, the dying one was able to spell distinctly the word MOTHER with her weak, emaciated fingers. Did she mean to recall to her weeping sister her promise to be a *mother* to the babe left motherless; or to convey that the sainted spirit of her own mother, who had departed six years before her, in the triumphs of faith, was hovering to welcome her

on the confines of the spirit land? In the words of Lydia Huntly Sigourney, whose little poem "The Last Word of the Dying" commemorates this touching incident:

> We toil to break the seal with fruitless pain,
> Time's fellowship is riven, earth's question is in vain.

But in view of this and other instances in which dying persons have been able to make intelligible communications by the aid of the manual alphabet, after the power of speech has failed, we would suggest that a familiarity with that alphabet may be of priceless value in many exigences easy to be conceived, but impossble to predict.

Three years after, Mr. Peet formed a second connection, by marriage, with Miss Sarah Ann Smith, daughter of Matson Smith, M. D., whose wife was a lineal descendant of the first Mather's of New England.

As soon as the success of the institution, under its new head, had become such as to invite public confidence, successful application was made to the legislature of the state for an increase of pupils and appropriations; and there was at the same time an increase of those pupils from families of better circumstances, who are attracted by the reputation of a school. The New York Institution became, within a few years, the largest on this side of the Atlantic; and, gaining slowly but surely, during a quarter of a century, in the confidence of the public and of the legislature, it has recently overtaken even the institution of London, long the largest in the world.

Mr. Peet did not confine himself to exhibiting such marked results in his school as should challenge investigation and inspire confidence. Feeling it his duty to use every means to secure the opportunity of a good education to all the deaf and dumb children of the state, he labored, by his annual reports and other publications, to diffuse correct information, and keep alive an interest in the cause of these unfortunate children. Almost every year he visited Albany, to urge the claims of his institution on the legislature; and on such occasions, his tact and knowledge of the world, not less than his distinguished reputation, gave him much personal influence among the members of the legislature. It was customary, when an application on the part of the deaf and dumb was before the house, to exhibit the attainments of a few of the pupils by special invitation, in the legislative hall itself; a scene always of great interest to the members, and which never failed to convince the most incredulous of the benefits of instructing the deaf and dumb. On one occasion, in order to awaken in remote parts of the state an interest which might (and did) result in sending to school several promising deaf-mutes, hitherto kept in heathen ignorance by the apathy or want of information of their

friends, Mr. Peet traveled with a deputation of his teachers and pupils from the Hudson river to Buffalo, and Niagara, holding exhibitions at the principal places on the route. A lively and graphic report of this tour is annexed to the twenty-sixth Annual Report of the institution, from which we make an extract, bearing on a question that has been raised by some, as to the propriety of public exhibitions of the pupils of such an institution.

"From the above brief sketch, it will be seen that we held exhibitions in seventeen of the principal cities and villages west of Albany, in five places repeating our exhibitions at the urgent request of the citizens. The audiences assembled were estimated at from two hundred to two thousand. Probably in all from ten to fifteen thousand persons, many of them among the best educated and influential citizens of the state, have had the opportunity, through this excursion, of acquiring correct notions on the subject of the instruction of the deaf and dumb, and of witnessing, many of them for the first time, practical illustrations of the success attained under our system.

Many thousands besides, who could not personally attend, have had their attention awakened to the subject, and have acquired some degree of correct information, through the notices of our exhibitions, published in the papers of the various places we visited. We have reason to believe that the results have been highly beneficial, and that the large accession of promising pupils to the institution, within a few weeks after our tour, is, in part attributable to the interest and attention which we were the means of awakening.

The obstacles which the friends of deaf-mute education have to encounter, are, partly, the prejudices of many, formed from occasional instances of partial failure in instructing deaf-mutes under unfavorable circumstances, partly the incredulity of others, who refuse to believe, upon report, facts as contrary to their own previous experience as is the congelation of water, or the lengthened day and night of polar regions to that of an inhabitant of the equator; and partly, the indifference with which the great bulk of mankind regard matters which no peculiar circumstances have pressed upon their personal notice.

There are thousands who regard the deaf and dumb with some degree of compassion, and hear of the efforts made in their behalf with cold approbation, but the subject has never taken hold of their feelings. They hear of deaf-mute children in the families of their acquaintances, perhaps they meet them; they advise their being sent to the institution; but the advice is too coldly given to turn the scale, when, as is too often the case, there exists disinclination on the

part of the parent or guardian. If we could infuse, into the mass of our benevolent and educated men, a more heartfelt interest in this subject,—if we could prompt each to warmer and more earnest efforts in those cases that may come to his knowledge,—if finally, the pastor or magistrate, or professional man, in whose neighborhood there may be a deaf-mute growing up in ignorance, and in danger of being left for life without the pale of social communion, and of christian knowledge, could be fully impressed with the momentous consequences at stake, and fully apprised of the only and easy means of escape, then we should have less cause to complain that parents and guardians, often uneducated themselves, take too little thought for the education of their deaf and dumb children.

In this point of view, we trust our excursion has, in many places, sown the seed which may hereafter spring up and ripen to a gladdening harvest. Many men, now wielding, or destined to wield an important influence, attended our exhibitions. In two or three places the opportunities of this kind were peculiarly favorable. In Auburn, for instance, the students of the Theological Seminary were present at our lecture and exercises. These young men are destined to go forth into the various cities and towns of the state, to exert a high moral and intellectual influence, and *ex-officio*, to take the lead in benevolent undertakings. That this body of men should be correctly informed of the extent to which the instruction of the deaf and dumb is practicable; that they should be warned against the blind enthusiasm that, aiming at too much, fails of accomplishing the greatest practical good, and that their feelings should be interested in view of the striking intellectual, moral and religious contrast between the educated and the uneducated deaf-mute, is a great point gained, and can hardly be too highly appreciated."

When Dr. Peet, (we find it easier to speak of him by that now familiar title, though the degree of LL. D., conferred on him by the regents of the university of New York, is of somewhat later date than the period we are now speaking of,) had been able to collect around him such a corps of well trained teachers that his daily attention to the routine of instruction was no longer required, he turned his attention to the preparation of a course of instruction, or a series of language lessons, adapted to the peculiar circumstances of a class of deaf-mutes,—then a very serious want. Several attempts, under the spur of urgent necessity, had indeed been made to provide such lessons; and in two or three instances, they had been printed to save copying with a pen; but these little books were of a character unsatisfactory even to their authors; and, such as they were, copies were

no longer to be procured in sufficient numbers for a school. Dr. Peet, therefore, finding nothing he could use, and little even to improve upon, beyond some hints in the French work of Bébian, and the manuscript lessons previously used in his own school, was obliged to go back to the first principles of the art; and following these to their logical results in the light of his long experience, and intimate acquaintance with the peculiarities of the deaf and dumb, he produced a course of lessons on a plan in many respects entirely new. The first fruit of his labors, after being tested for a few months in his own school, was published in the spring of 1844, with the title of, "A Vocabulary and Elementary Lessons for the Deaf and Dumb." It met, (says Dr. Peet in the preface to the second edition,) with "favor and success beyond the author's hopes," being received with a satisfaction amounting in some cases to enthusiasm. The first edition being exhausted much sooner than was anticipated, it was revised with great care, and under the title of "Elementary Lessons, being a course of instruction for the Deaf and Dumb, Part First," has gone through two or three editions, and is still the only text-book in general use for the younger classes in the American Institutions for the Deaf and Dumb. Orders have also been received for copies to be used in British schools; and missionaries whose task, like that of the teacher of deaf-mutes, is to teach the first rudiments of the English language to intellects but imperfectly developed, have found Dr. Peet's Elementary Lessons a very suitable text-book for that purpose.

The success of the First Part encouraged the author to proceed with his undertaking of supplying that total want of acceptable elementary books which had so seriously increased the labors of teachers of the deaf and dumb. A Second Part was published in 1845, a little volume of Scripture Lessons in 1846, the new edition of the First Part, already mentioned, the same year, and finally a new Second Part, by which the Second Part published in 1845 became the Third Part, appeared in 1849. A carefully revised edition of Dr. Peet's Scripture Lessons appeared in the latter year, and being equally well adapted to the use of children who hear, besides the edition for the use of the deaf and dumb, a large edition was put in general circulation by the American Tract Society.

The "Course of Instruction," as far as prepared, thus consists of four volumes, of which the Elementary Lessons and the Scripture Lessons have been received with the most general approbation. Experience has shown that the arrangement of the Second and Third Parts is susceptible of improvement, and if Dr. Peet's life and health are spared, it is understood that he has in view to revise both, and

perhaps, to add a work, long the great desideratum in the instruction of the deaf and dumb, a Methodical Vocabulary, in two parts, the First Part embracing the words of our language, in an ideological order, so explained and illustrated, that the deaf-mute student once made familiar with the principle of classification, can find in it the word he needs to express a given idea; while the Second Part, in the customary alphabetical order, by means of simple definitions and illustrations, by cuts where practicable, and by references to the First Part, shall more readily enable a deaf-mute to discover the meaning of a word than he generally can by the definitions in our common English dictionaries. Such a work would render to a deaf-mute student the same aid both in reading and composing, that the English student finds in his double lexicons of Latin, or whatever other language he has in hand. For want of such a work, a deaf-mute, for whom the language of his countrymen is always a foreign language, the language of signs being his vernacular, can only obtain a word he needs to express a given idea by application to a living teacher; and the definitions in our dictionaries are seldom well adapted to his use. But great as would be the advantages of such a work, the labor of preparing it would evidently be so great that the few who have attempted it have recoiled. And perhaps the advanced years of Dr. Peet, and his many other avocations may not permit him to undertake it. He is understood to be now employing his leisure upon a a School History of the United States, which, while its simplicity and perspicuity of style shall adapt it to the use of the deaf and dumb, will be equally well adapted for children who hear; and in which it is proposed to take special care to secure *accuracy* of statement, as well as to preserve the interest by the choice of incidents.

The limits of a sketch like this will not permit us to give, as we were tempted to do, an exposition of the plan of Dr. Peet's course of instruction. Such an exposition may be found in some able articles contributed by him to the "American Annals of the Deaf and Dumb," a quarterly, published at Hartford.* We can here only explain that the plan of the "Course" is founded on a principle of philosophical progress, beginning with the words and phrases that accurately express ideas already familiar to the pupil, on the great fundamental principle that "ideas should precede names," and thence going by gradual and skillfully arranged steps from the simple to the complex, from the concrete to the abstract; so that, as far as practicable, only one difficulty shall be introduced at one time, and each

* See in particular, Vol. III., p. 99, and on; also Dr. Peet's article on the Course of Instruction, in the Proceedings of the Second Convention, etc, p. 39, and on.

difficulty overcome shall serve as a stepping stone to the next. Cuts are, of course, used for explaining words and phrases, wherever practicable; and the reading lessons are admirably simple in style and construction, yet attractive and piquant.

Simple and obvious as these principles are,—in their practical application there is much room for divergence of opinion; and even the first step can not be intelligently taken except by one who is familiar with the mental habits of the deaf and dumb, and knows that when they first come to the instructor, the current of their private thoughts is very different from that series of abstract and general propositions which prevail in the meditations of those who hear,—that they think by "direct intuition,"—as though, in a sort of mental *camera obscura*, objects with their qualities and actions were continually passing. Hence Dr. Peet begins with words and phrases correctly representing these mental images; at first single words, a *book*, a *horse*, a *bird*; then descriptive phrases, made more intelligible by contrast, as *a black book*, *a white book*, *a large horse*, *a small* bird. Numbers and the plural form are early introduced, and verbs first appear under the form of the participle, as *a horse running*, *a bird flying*, it being considered that these phrases accurately describe the pictures shown to the pupil, whereas no pictures will adequately represent the sentences, *The horse runs; The bird flies.* Hence the finite verb is deferred till, by the development of his ideas during two or three months of instruction, and by some practice in appreciating the divisions of time, the pupil has become able to apprehend those ideas of assertion and time which constitute the essence of the verb. And at his first introduction to the verb, care is taken to make a distinction which, for want of such early care, we have known many educated mutes to go through life without being able to appreciate, the distinction between the *actual present*, "Mary is dancing," and the habitual present, "Mary dances sometimes." In this philosophical spirit the work is planned, and it is no small praise to say that the execution is worthy of the plan.

In order to take all Dr. Peet's series of school books for the deaf and dumb in one view, we have anticipated the order of time. The institution was, by its charter, placed under the care and control of a Board of Directors, composed of twenty-five of the most respectable and intelligent citizens of New York, men whose judgment might aid the principal in the management of the institution, and whose social and political influence had much weight with the legislature in its behalf. The presidency of this board was successively filled by such men as DeWitt Clinton, Samuel L. Mitchell, LL. D., Rev. James Mil-

nor, D.D., and Robert C. Cornell. On the death of the two last, which occurred within a few months of each other in the spring of 1845, the title of president was, by general consent, and as a just tribute to his eminent worth and services, conferred on Mr. Peet; the first, and we believe the only case in which the principal or superintendent of such an institution is also president of its Board of Directors or Trustees. (The degree of Doctor of Laws, (LL. D.,) was conferred on Mr. Peet, as we have said, by the regents of the university, three or four years later.) This change of title brought no change in the immediate relations of Dr. Peet to the institution. He continued, as he has ever done, to reside in the building, to fulfill the duties both of the head of the institution, and the head of the family; and to give his personal attention and the benefit of his great experience in all cases of difficulty in any department of the establishment.

It was, we think, early in the year, 1844, that the Hon. Horace Mann, returning from a visit of inspection to the educational institutions of Europe, especially of Germany, published his report, in which he took occasion to say that, in his opinion the "Institutions for the Deaf and Dumb in Prussia, Saxony, and Holland, are decidedly superior to any in this country." On examination, it appeared that the distinguished author of this report, who, with all his eminent zeal for the cause of education, and admitted ability, was too apt to jump to conclusions upon insufficient premises, had formed this opinion upon a very superficial examination of the German schools, and no examination at all of our own. Still the specific point of difference on which his opinion was based, that the German teachers teach, or attempt to teach their deaf pupils to speak, while ours had long since formally relinquished that attempt, was *prima facie* such as to make an impression on the public mind, ever moved by novelties, and prone to believe in the marvelous. Though, therefore, all the evidence we then had went to show that even in the German language, much more favorable to such an attempt than our own, the teaching or articulation to the deaf and dumb seldom yielded any results of real practical value, while it certainly involved a heavy waste of time and labor,—still it seemed proper to ascertain by actual examination whether we were in fact so far behind the German or other European schools, that, if there were valuable lessons to be learned, we might learn them, and if not, that our institutions, might retain in the public estimation the place they had so hardly won. To this end, each of the two oldest and largest American Institutions for the deaf and dumb, sent an agent to Europe. The American Asylum, sent its late esteemed principal, Mr. Weld, and the New York Institution, sent one of its former

instructors, Rev. George E. Day, now a professor in the Lane Theological Seminary, Ohio. The reports of these gentlemen made after very full and candid examination, were justly held to be conclusive that, on the whole, the results of our system of instruction were superior to those obtained in the German schools. Mr. Peet's letter of instruction to Mr. Day, prefixed to the report of the latter, (see Twenty-Sixth Annual Report of the New York Institution,) is esteemed a model paper of its kind, and shows how fully and clearly its author understood, in advance, all the bearings of the question at issue. Seven years later, (in the spring of 1851,) Dr. Peet himself, with his eldest son and three of his pupils, visited Europe on a similar errand; and made a voluminous report on the condition of the European schools he visited, and on the various systems of instruction he found in use, which is one of the most valuable and interesting documents of the kind extant, and at the same time, a graphic and agreeable book of travels. While in London, on this occasion, he took part in the first annual convention of British teachers of the deaf and dumb.

The first convention of American Instructors of the Deaf and Dumb, had been held at the New York Institution, a year before this time, (in 1850,) and Dr. Peet, returned from Europe just in time to attend the second convention, held at Hartford, in August, 1851. Two other conventions have been held since, (the interval having been changed from one to two years, and two meetings postponed a year, from unfavorable and unforeseen circumstances.) At all these conventions, Dr. Peet, to whose exertions and influence the holding of the first convention was mainly due, took a leading part. Besides, in the discussions that arose, freely imparting the benefit of his rare experience to his younger brethren, papers of great value, and prepared with much labor and research, were presented by him at each convention, and published with its proceedings. Of these papers, we will particularize that on the "Origin and Early History of the Art of Instructing the Deaf and Dumb," presented at the first convention, and also inserted in the American Annals, (III., 129 and on,) and the "Report on the Legal Rights and Liabilities of the Deaf and Dumb," presented at the fourth convention, whose proceedings are not yet published, but an imperfect copy of this paper appeared in the American Journal of Insanity, last summer. The former of these papers corrects several errors of Degerando, hitherto almost the only authority usually referred to on that subject; and the latter has been pronounced by competent judges a valuable contribution to our legal literature, and supplies information which hitherto could be obtained only by very extensive and laborious research.

We will close our account of Dr. Peet's contributions to the literature of deaf-mute instruction, by noticing three or four other remarkable productions; the address at the dedication of the chapel of the New York Institution, (December 1846,) that delivered on the occasion of laying the corner-stone of the North Carolina Institution, (April, 1848,) the "Report on the Education of the Deaf and Dumb in the Higher Branches of Learning," (1852,) which led to the establishment of the High Class in the New York Institution, a measure that has contributed essentially to elevate the general standard of deaf-mute education;* and the curious article on the "Notions of the Deaf and Dumb before Instruction, especially on Religious Subjects," which appeared in the Bibliotheca Sacra for July, 1855. In the last mentioned article, it is shown that, whatever may be the ability of the human intellect in a high stage of development, to arrive at just and ennobling conceptions of a Creator and supreme governor of the world, the uneducated deaf and dumb have, in no clearly attested instances, originated, from their own reflections, the idea of God, or of a Creator.

Space is wanting for a more particular notice of these and other papers, nor can we here enumerate the topics treated of in the Annual Reports of the New York Institution, which, unlike the generality of such reports, instead of being confined to details of local or temporary interest,—discuss with Dr. Peet's characteristic ability, fullness of information, and comprehensiveness of examination, the most important topics connected directly or indirectly, with the subject of deaf-mute instruction. The Thirty-Fifth Report, for instance, embraces the fullest and best digested body of statistics of the deaf and dumb which has been yet published.

Dr. Peet has been fortunate in his children. He has the able assistance of his two elder sons, accomplished teachers of the deaf and dumb, in his own institution. The eldest, as teacher of the High Class, has had the satisfaction of training up the best educated class of deaf-mutes taken as a class, that ever graduated.

Dr. Peet has now nearly reached the accomplishment of his last great labor, the planning and erection of buildings that will make the New York Institution, in that respect, as we believe it to be in all others, a model institution of its kind. In this, and in his other labors for the benefit of the deaf and dumb, he has been ably seconded by an intelligent and energetic Board of Directors. From the mode of

* It is due to General P. M. Wetmore, recently vice-president of the institution, to say that, in the establishment of the High Class, as in other measures for the benefit of the deaf and dumb, he rendered very valuable aid, and merits the lasting gratitude of the deaf and dumb of New York.

election, by a few life members and subscribers, and the gratuitous nature of their services, the Directors of the New York Institution are solely men attracted together by benevolent interest in the cause of the deaf and dumb, and respect for, and sympathy with the character of the president. Hence it is that they have been so ready to appreciate, encourage and aid his labors. In this matter of the erection of the new buildings, especially, it required zeal, foresight, and sanguine trust in the future, to prevent that perfection of plan and proportions so admirable in the new buildings from being sacrificed to a severe, though temporary pecuniary pressure.* Of those features that have been more particularly the object of Dr. Peet's personal attention and solicitude, we may specify the arrangements and apparatus for warming and ventilation.

From this sketch of Dr. Peet's public life, his character as a christian gentleman, as the head of an institution, as a teacher, as an accomplished master of the language of pantomime, as a leader and energetic laborer in all movements for the benefit of the common cause of deaf-mute education,—and as the author of the best existing series of works in our language, perhaps in any language, on the instruction of the deaf and dumb,—though inadequately set forth, will, we trust, be apparent to the reader. But to his many friends, and to the hundreds of deaf-mutes who, educated under his care, have learned to love and honor him as a father, such a portraiture will appear not only feeble, but very incomplete, as omitting one of Dr. Peet's most prominent traits of character,—his warm benevolence of heart,—of which the best illustration is the filial affection with which he is regarded by his pupils, the warm and active interest he has ever taken in their temporal and spiritual welfare, and the aid he has ever been ready to give to any of his former pupils who deserved and stood in need of his assistance. When dismissing his pupils at the end of their course, he is wont to give each a little letter of advice, in which, encouraging them to seek his aid in any future season of trouble, he says, "Come to us, I repeat, with the confidence of children to a father. We shall be ever ready to redress your wrongs, to seek for you employment that shall ensure for you comfort and respectability; and in those afflictions which only time and Providence can relieve, to afford the sympathy and advice that may inspire consolation, patience, and cheerfulness." And the instances are not few in which this pledge has been fulfilled.

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* The result of the pecuniary difficulties referred to, has been that the State of New York has *formally* assumed the proprietorship of the institution, maintaining it as it is. It has thus become in name, as it long has been *de facto*, a State Institution.

Comparing the present state of the institution with what it was in 1830, then a small and inferior school, ill provided with teachers, without any good plan of instruction, or acceptable series of lessons; now in the very foremost rank of special educational institutions, furnishing text-books and teachers to other schools, and looked to as a model, both in its system of instruction and the plan of its buildings, by its results and publications elevating the standard of deaf-mute instruction, and spreading abroad an interest that leads to the founding of new institutions, Dr. Peet may well feel that the earnest and unfaltering labor of twenty-six years has not been in vain. He has not, we trust, nearly reached the term of his active usefulness. Though crowned with the glory of grey hairs, judging from his erect form, active step, and unabated powers of attention to the duties of his arduous post,—the deaf and dumb of New York, and of the whole Union may, for years to come, benefit by his labors. And when the time shall come for retirement from active labor, he will known that the blessings of hundreds follow him down the vale of years, and that the future of the institution to which his life has been devoted,—with its great trust for the benefit of the deaf and dumb of generations to come, may safely be left in the care of the teachers he has trained up.

Engraved by J. C. Buttre, expressly for Fireside Lectures

DR. WILLIAM A. ALCOTT.

WILLIAM A. ALCOTT, one of the pioneers in the reformation of common schools in New England, and an indefatigable laborer by pen and voice in the cause of popular education, especially in physiology and hygiene, was born in Wolcott, Connecticut, on the 6th of August, 1798. His father was a hard working farmer, in moderate circumstances, in a poor farming town; and his mother a woman of intelligence and practical good sense, having been a teacher in early life. She inspired her son with a love of personal improvement, and a desire to serve others. His opportunities for instruction were confined to the "District School as it was," for three or four months in the summer, and four months in the winter, until he was eight years old; and during the winter term for four or five years afterward. The staple of a common school education was spelling, reading and writing. Arithmetic was not taught except to the older boys in the evening, and a little geography, gathered from reading Nathaniel Dwight's "Questions and Answers." Young Alcott, however, enjoyed the privilege of home instruction in the rudiments of arithmetic; and at school, of being employed as monitor, and also of being called on to give assistance to his schoolmates out of school hours. But in addition to these opportunities, he attended a school kept by the minister of the parish for six months, where he acquired a little knowledge of grammar, geography and composition; and where too he enjoyed the still greater advantage of learning by teaching others; thus making his knowledge more accurate, and confirming at the same time the habit of doing good to others,—which finally became the master passion and habit of his life. He was not fond of the boyish sports and exercises of those days,—eschewing angling and trapping as cruel, and preferring books and conversation at home, to wrestling, ball playing and jumping.

But books were exceedingly scarce. The catalogue of many a family library in his native neighborhood would at this day be a literary curiosity. His father's, which was far from being the most meager, consisted mainly of the Bible, the Book of Knowledge, Cynthia, Francis Spira, George Buchanan the King's Jester, and John R. Jewett's adventures among the Indians.

His mother, however, who had seen a better class of books, was accustomed, while he was employed, during the long winter evenings, in paring apples, knitting and other domestic occupations, to relate to him their contents; in some instances giving a very full account of a valuable book. His unbounded thirst to know, she thus in some measure kept alive for future better opportunities.

When he had read many times over the books already mentioned, he began to borrow of the neighbors. Whatever could be obtained for several miles round, he eagerly devoured, without much discrimination. It happened, however, that most of the books he borrowed were negatively good, and some of them excellent. Such books as The Saracen, Pamela, Sir Charles Grandison, Clarissa Harlow, Stephen Burroughs, Paul and Virginia, and Robinson Crusoe, were among the worst; while Stiles' Judges of Charles I., Life of Franklin, Murray's Power of Religion on the Mind, Pope's Essay on Man, Milton's Paradise Lost, Young's Night Thoughts, Gesner's Death of Abel, Bunyan's Pilgrim's Progress, Vicar of Wakefield, and Burgh's Dignity of Human Nature, especially the last, had a better influence upon him. Chance also threw in his way a work on electricity, Blair's Moral Philosophy, and Trumbull's History of Indian Wars, of which his hungry and thirsty mind made the most.

There were indeed the fragments of an old library in the place, but many years elapsed before he could get access to it; and when, at the age of fourteen, he obtained a right to it, he found fewer books congenial to his taste than he had expected. Doddridge's Rise and Progress, Fuller's Gospel its own witness, Neal's History of the Puritans, Trumbull's History of Connecticut, The Life of Mohammed, Josephus' History of the Jews, and Rollins' Ancient History, were among the best; and some of them exerted a most marked and decided influence upon his character.

He read slowly, and frequently with pen in hand; and some of his notes, still in existence, form considerable volumes. Rare books, which he borrowed, he sometimes copied entire. Still, he generally read for amusement. The idea of self-education and self-advancement had as yet dawned but indistinctly on his mind; although he was unconsciously, but therefore the more surely, educating himself. From one book, however,—Rollins' History,—he extracted something beyond amusement. All the leisure time he could find, amid five months of active farm larbor, was devoted to the careful perusal of this work; and he seems never to have forgotten it.

At this early period he became fond of versifying; an occupation of uncertain value. Some of his friends, from weakness or thoughtlessness,

encouraged it. But he did not long waste his time in this way; he gradually substituted for it the more valuable habit of letter writing.

As yet there had been no post-office in his native town, and therefore little communication with the surrounding world. In a population of nearly two hundred families, not twenty, perhaps not a dozen, had ever so much as taken a newspaper of any kind. By saving his spending money from time to time, he was at length able for one quarter,—perhaps for a whole half year,—in company with a young friend, to take a weekly newspaper.

In this state of things he attempted to form a juvenile library. A constitution and set of by-laws were prepared with much wisdom; and he was made the librarian. Of seven youths, mostly about fourteen or fifteen years of age, who signed the constitution, only three ever paid the first installment. There was no parental encouragement, even in good words. A small volume entitled Cotemporary Biography, was purchased with the fifty cents which had been raised, and thoroughly read, after which they all sold out their rights to the librarian; and thus ended this first attempt at educational improvement.

The habit of epistolary correspondence became almost a pastime with him, as it still is. A regular and frequent and sometimes profitable correspondence with one young friend was begun as early as the age of twelve years, and continued for twenty years or more; and had no little influence in the formation of his general character.

His great aim all this while was to be a printer. Various other employments had indeed been mentioned by his friends. One aged grandmother, with whom he was a favorite, preferred to have him educated to be a minister. Another as strenuously maintained that he ought to be a physician. His own parents said nothing; partly doubtless, from modesty, and partly from poverty.

The young man himself could see no way of ever becoming a printer; yet his attachment to the employment was so strong that he could not willingly give up the idea of one day reaching it. He continued to labor indeed, with great faithfulness, (though he was sometimes a little absent minded,) because he believed it to be his duty. The idea of becoming a teacher or an author was far from his thoughts.

He was little more than eighteen years of age, when application was made to his father to permit his son to keep the school in his native district. The school house stood but a few rods from his father's dwelling, and six hours in school would leave him several hours for labor; besides the sum of ten dollars a month, even though he furnished his own board, looked very tempting. He at length consented to take the school for three months.

His success this winter was limited in two ways. 1. His discipline was harsh and severe; not so much from natural inclination, as he was by nature mild and forbearing, but in the belief that sternness and a kind of martial discipline were indispensable. 2. His heart was too much divided between his labor in the school and that for his father, which consumed nearly every moment out of school, not occupied in sleep. Nevertheless, he had some merit as a teacher, and his reputation went abroad.

For six successive winters, with the single interruption of one year, (when he went South to teach,) he continued to be employed in different parts of Hartford and Litchfield counties, with a gradually increasing compensation. By a few he was valued, because they thought him a smart master, who would make the pupils know their places; by others, for his reputation as a scholar; and by others still, because he was valued highly by the children. It was in those days very much, in essence, as it is now: parents would not visit the schools where their children were if they could help it; and what they knew about the school they had to take at second hand.

Two things he certainly did as a teacher; he labored incessantly, both "in season and out of season." No man was ever more punctual or more faithful to his employers. And then he governed his school with that sort of martial law which secured a silence, that in the common schools of his native region had been little known. This procured for him one species of reputation that extended far and wide, so that his services were by a particular class much sought for. It was his boast, as it was that of part of his friends and pupils, that at almost any moment during school hours—such was the stillness—a pin falling to the floor might be heard distinctly. But it was a silence which was obtained at a very great—almost too great—sacrifice.

The following anecdote will serve as an illustration of the point. One of his pupils was to be punished with the rod. Great preparation was made, and the scholars in general were "put in fear," as was the teacher's intention.

The flagellation, though not remarkably severe, was performed with a stick somewhat brittle at the end, a piece of which broke off, and struck the cheek of another boy, and raised a little blood. The pupils carried home the report. Some weeks afterward, the teacher was surprised to learn that a complaint had been entered against him to the grand jury of the town, by the guardians of the boy whose cheek had been hurt, and that he was in danger of a prosecution. The complaint, however, was taken very little notice of, and the affair

died away. Good order had been secured in school, and all appeared to be going on well; and it was probably deemed unwise to interfere. The whole affair, however, was known abroad, and somewhat injured him.

His popularity was also diminished by the stand he took against public exhibitions, or quarter days as they were called. For though almost everybody spoke well of the change, and preferred, as they said, the new custom of keeping the door always open to visitors, for every day of the week, yet it was easy to see that the plan was regarded as an innovation upon ancient usages. Nobody visited the school now; and the teacher and his pupils were entirely alone, at least nineteen days out of twenty, the whole term.

During the last of these six years of teaching, which was 1821, he had been made an executive officer of his native town, and he endeavored to fulfill the trust reposed in him. But as his school was four or five miles from his field of civil activity, the two kinds of labor did not very well harmonize, and the school sometimes suffered. He had hence been obliged to discontinue his school on a certain occasion, in order to commit to the county prison a common debtor. Anxious to be at his school on the morning of the second day, according to expectation, he traveled in the extreme cold of a January night till nearly morning, and scarcely closed his eyes in sleep during the whole time. The next morning he was in school at the precise hour of nine o'clock; though in order to effect this he had fatigued himself still farther by a long and rapid walk that morning. They who have had a similar experience will not be surprised when they are told that with irritated brain and nerves the school appeared to him more like a bedlam than any thing else. Disappointed in his attempts to secure the wonted silence, he was about to execute vengeance on some of those whom he regarded as the ringleaders, when lo! the injunction of Salzmann, the German educator, to *look for the cause internally*, came to his mind. In himself—his care, fatigue and sleeplessness—he sought for the cause, and in himself he found it!

With all his errors, he was preëminently successful as a teacher; and had been very greatly attached to his employment. He had even begun to cherish the hope of being able one day to teach permanently. And yet there were serious difficulties in the way. His scanty wages, twelve dollars a month, had chiefly gone to aid in the support of his father's family, and he was unable to study his profession, had there been opportunity, for want of the needful funds. Then, too, there was little encouragement to do so, had he possessed the means; since male teachers were seldom employed except for four or

five months of the winter. Indeed it was not usual to continue the schools for more than seven or eight months in the year.

In the spring of 1822, after he had closed his sixth annual winter term of teaching, and at the end of a long search, he found means to obtain a school for one year. It was a new thing in the place, but relying on his fame as a teacher, which had long since reached them, and anxious to obtain his services in the best way they could, and at such time as they could, it was agreed to employ him for the time above-mentioned, including a vacation of one month, at nine dollars a month, or ninety-nine dollars a year and his board. Hitherto, for some time, he had received twelve dollars a month, but here was steady employment. A liberal individual volunteered to add one dollar from his own purse, to make up the sum to $100, upon which the offer was acceded to, and he began his school early in May. He was now nearly twenty-four years of age. He boarded in the families of his employers, as was the custom of the times. This year, however, he was to traverse the district twice; that is, every six months. As the school was very large, made up from some thirty families or more, his course might have well deserved the usual term of opprobrium,—"begging his bread from door to door."

But this boarding in the families, to a person of a missionary spirit, has its advantages; and Dr. Alcott endeavored to make the most of it. He soon became, what he had for some time been verging toward, a missionary of education. He spent most of his time while in these families, not in reading, of which, however, he was becoming more and more fond, but in instructing the children by conversation and anecdotes, and incidentally, both directly and indirectly, the parents. His whole heart was in his school, and he endeavored to have theirs strongly turned in the same direction. He threw open his doors and solicited their daily visits. He urged the necessity of reform in many particulars, which, in that district and indeed all over that region, had been till now chiefly overlooked.

One of the first things that he pressed upon the attention of his employers was an improvement of the condition of the school room. Hitherto, for the most part, in Connecticut at least, the seats for the smaller pupils had consisted of a mere plank or slab, usually too high. He did not believe in the usefulness or necessity of suspending any but the most guilty and abandoned between the earth and the heavens. But the proposal to build a few seats with backs was stared at, and by some ridiculed. However, persevering appeals to mothers on the dangerous consequences of deformity in their daughters, from long sitting on these benches, at length prevailed, and a change was effected.

Heating and ventilating came next; but here he was far less suc cessful. One thing, however, he could and did do. At every recess, in cold or heat, the doors and windows were thrown open, and the pure air of heaven was allowed to sweep through for a few moments.

Yet his largest innovation upon ancient usage, was in methods of instruction, particularly for the youngest pupils. Up to this period, in nine-tenths of the schools, most of the smaller pupils had done little more than "say A, B, and sit on a bench;" and that, as we have seen, a very indifferent one. As a consequence, those whom Satan found idle he usually employed. Hence many petty school laws, and petty punishments. The idea of employing them in something useful by way of prevention had not occurred to a dozen teachers in all that region.

Blackboards at that time had not been thought of; but slates were cheap and abundant. Dr. Alcott procured a dozen or two of small size, and one very large one, and a quantity of pencils, and resolved on an experiment.

He would say to his abecedarians sometime after opening school; Now you have sat so still this long time, that I am going to let you take the slates and and amuse yourselves with them. The small slates and pencils were then distributed, while the large one was either held up by an older pupil, or suspended on a nail where they could all see it.

On this *incipient blackboard*, he had coarsely traced, as a copy for imitation, a house, a tree, a cat, or a dog. They were not slow to follow out his suggestions, and thus to keep themselves, for a time, out of mischief. From the pictures of dogs, birds, cats and other animals, and of houses, trees, &c., they proceeded to making letters, in the printed form, and then to their construction in words, and finally to writing and composition.

But the detail of his innovations, especially in methods of instruction, will hardly be needful to those who have read his "Confessions of a Schoolmaster," written some twenty years afterward, and now of late revised and reprinted. This work reveals a soul struggling with error both internal and external; though afterward, through good report and through evil, reaching a point of education to which few teachers at that early period ever attained. If its style should be objected to as a little too homespun, yet its plain, straightforward common sense, and its strict adhesion to truth and nature, impart an interest which even now, at this stage of the common school reformation, render it next to the "District School as it was," one of the most suitable books which could be had for the Teacher's library.

So great, indeed, was his enthusiasm and so unreserved his devo-

tion to the cause to which he seemed to be for life devoted, that he could hardly think, converse, or read, on any other subject. It even abridged his hours of sleep, and occasionally deprived him of his usual food. For he often rose before daylight, during the short days of winter, and hastened away to his school room, sometimes a mile or a mile and a half distant, before the family with whom he boarded was up; and occasionally before he had access to even a frugal meal.

If it is asked what he could find to do at the school room for an hour or two before the time of opening the school, the reply is, that in the first place he made his own fires and swept his own floor, and would permit no one else to do it. His maxim, here, in a matter which concerned the happiness of sixty or seventy children, was, "If you want your work well done, do it yourself." This is not mentioned as a thing which should be imitated. The time and energies of the teacher are too valuable. But, in the second place, he had a great deal of preparation to make, copies to be written, lessons to be assigned, &c. Thirdly, he delighted in getting around him a group of children, and telling them stories from day to day, and thus securing their punctual and cheerful attention. Fourthly, there were even at times extra recitations in branches which he was not allowed or expected to permit during the usual formal six hours.

In short—and to repeat—his zeal and labors were as untiring, as they were unheard of before in that region. He would not only labor for his flock in season, but out of season; and as he would himself doubtless now admit, out of *reason* too. For he not only gave up his mornings and evenings to the children or their parents, but he would not even permit himself to *sit* in the school room, for a moment. He was, literally, on his feet from morning till night; and as it was vulgarly expressed by some of his patrons, not only always on his feet, but always "on the jump."

The severity of his self-denials and exertions joined to other causes, especially a feeble and delicate constitution, brought on him, toward the end of summer, a most violent attack of erysipelas, from the effects of which, though he escaped with his life, he never entirely recovered.

At the close of the year for which he had engaged, although the district did not feel able to continue the school any longer by the year, they unanimously engaged him for the unusually long term of six months the ensuing winter, at the price of thirteen dollars per month, or seventy-eight dollars for the term. This was deemed a compensation quite in advance for those times, and was accepted as entirely satisfactory.

Here, then, he was, during the winter of 1823–4, laboring exceedingly hard both in teaching and in discipline; and yet in the end, in both departments, accomplishing his object. It is, however, to be confessed—if he has not himself confessed it—that he resorted occasionally to such measures, in order to secure the desired discipline, as were neither satisfactory to himself, on reflection, nor fully sustained by the public opinion. However, he made his mark, and it was not easily obliterated.

His influence, here, was continued—perhaps increased—by A. B. Alcott, his old friend and kinsman, who became his successor in the pedagogic chair. Within a few years the district in which the last mentioned labors were performed, has, in common with an adjoining district, erected a public school house, which is greatly in advance of any thing of the kind in that part of Connecticut; and at an expense, as it is said, of $16,000.

During four months of the winter of 1824–5, Dr. Alcott had the care of the central school of Bristol, a district adjoining the scene of his former labors. Here he was useful, but with two or three drawbacks. One was his medical studies; for he was not now boarding around, but in the family of a medical man, to whom he recited. Then, in order to gain time, he restricted himself to four hours sleep, which rendered him more nervous and irritable than formerly; and finally brought on him a fit of sickness, which, though he unexpectedly recovered from it, in some degree impaired his energies, and neutralized his efforts for the whole winter. He did not add to his reputation as a teacher by the efforts of this winter; but rather diminished it.

In studying a new profession, he had no wish or intention to relinquish the profession he had already chosen. But the longer he had taught, the more he had felt his incapacity to the task, and the greater his anxiety to qualify himself if possible, and if not too late, for so responsible an office. And as, on the one hand, there was no Normal School, or Teacher's Seminary to which he could resort, and, on the other, he had not the pecuniary means of pursuing an academic and collegiate course, he not unaptly and unwisely concluded to study medicine as a preparation, indirectly, for the office of educator reserving to himself the privilege, should his health fail, of which there were increasing signs, of practicing medicine as a substitute.

During the winter of 1825–6, he attended a regular course of medical lectures at New Haven, and in the following March received a license to practice medicine and surgery. But his health was far from being good, and he was himself beginning to be more apprehen-

sive than consumptive people usually are, of a fatal result. However he was more determined than ever before, to devote his life, if possible, to the work which Divine Providence seemed to have assigned him.

But he came from the college at a season of the year when it was not customary to employ any but female teachers in the schools; and after some hesitation, he made application, in order not to interrupt his chosen labors, for the central school in his native town, at one dollar and fifty cents a week, and "board round;" that being the usual rate paid to female teachers. This offer, though unexpected and not a little mysterious, was accepted; and in May, 1826, he commenced his work.

It was his settled determination, and he did not hesitate to make it fully known, to have a model school, on his own favorite plan; although the pecuniary means were wanting. He had not ten dollars in the world. All his resources, after paying for his medical education and a few books, and after remunerating his father, as he was proud to believe he did, for the expense of bringing him up, were soon exhausted in fitting up his school room,—in the purchase of maps, designs, vessels for flowers and plants, and such fixtures, as, in his judgment, would conduce to the proper cultivation of the mind and heart and taste of his pupils. He rightly judged that a plain and simple people, who knew him well, would not seriously object to innovations which cost them nothing in dollars and cents. He was, indeed, regarded as a little visionary, but was permitted to go on. And in his missionary life—going from house to house for his board—he had opportunity for making, from time to time, such explanations as were quite satisfactory.

Besides carrying out and perfecting the approved method of teaching the elementary branches, which he had for several years been applying with so much success, he added to them several others, particularly in defining, grammar, and geography. He introduced also, what he called his silent, or Quaker exercise. This consisted in requiring his pupils, at a certain time every morning—usually immediately after the opening of the school and devotional exercises—to lay aside every thing else, and give themselves up to reflection on the events, duties &c., of the twenty-four hours next preceding. At the close of this unbroken silence, which usually lasted five minutes, any pupil was liable to be called upon to relate the recitations and events of the preceding day, in their proper order and sequence.

In commencing this school, in his native town, Dr. Alcott had other, and very exalted ulterior aims. His warm heart embraced no less

than the whole of his townsmen. These he meant to enlighten, elevate, and change, until Wolcott should become, instead of a rude, unenlightened, obscure place, a miniature Switzerland.

But his pulmonary difficulties, which had been for ten years increasing upon him, aggravated, no doubt, by hard study, improper diet, and other irregularities of the preceding winter, now became threatening in the extreme. Besides a severe cough and great emaciation, he was followed by hectic fever and the most exhausting and discouraging perspirations. He fought bravely to the last moment; but was compelled to quit the field and relinquish for the present all hopes of accomplishing his mission.

For a short time he followed the soundest medical advice he could obtain. He kept quiet, took a little medicine, ate nutritious food, and when his strength would permit, breathed pure air. This course was at length changed for one of greater activity, and less stimulus. He abandoned medicine, adopted, for a time, the "starvation" system, or nearly that, and threw himself, by such aids as he could obtain, into the fields and woods, and wandered among the hills and mountains.

In the autumn he was evidently better. He was able to perform light horticultural labors a few hours of the day, and to ride on horseback. For six months he rode on horseback almost daily, as a sort of journeyman physician; at the end of which period he commenced the practice of medicine on his own responsibility, in the same place where he had last labored, and where he was born—still continuing to make his professional visits on horseback.

His hopes of reforming his native town now revived. He not only practiced medicine, but took a deep interest in the moral and intellectual condition of the people. He superintended a Sabbath School; aided in the examination of the public school teachers; held teachers' meetings, in "his own hired house," &c., &c. Not Oberlin himself in his beloved Ban de La Roche, had purer or more benevolent or more exalted purposes.

As a member of the prudential committee on common schools, he was active, efficient, and highly useful. He was, in fact, the soul of the board. If a teacher was to be examined, it was under his direction and eye; if the schools were to be visited officially, he was always on hand to fulfill the public expectation; if the teachers were to convene weekly, for mutual improvement, it was by his suggestion and at his house. If a new school book was needed, he was consulted. His counsels were often regarded as decisive. No time or means which did not interfere with his professional duties, was grudged, when he had the slightest hope of promoting the public good.

Occasionally however, as might have been expected, his zeal outrun his knowledge, and his movements were regretted. Cardell's "Jack Halyard," for example, was adopted for a class-book in reading for *all the classes* in the schools; when it *should* have been used by those of a certain stage of progress only. But like Goldsmith's village schoolmaster, "e'en his failings leaned to virtue's side," and were soon forgotten.

We have seen something of his desire for public improvement in his attempt to form a youthful library. While teaching a public school, he was in the habit of collecting a small library of useful books for the young, which he used, during the term, as a school library—giving away the volumes at the close of the term, to his pupils. It does not appear that, at this early period, the subject of school libraries had ever been agitated; but here was at least the idea in embryo.

As soon as he was fairly established as a physician, he began to collect a library for the town. Its volumes were loaned, from time to time, to such persons as had already imbibed a taste for reading; and doubtless had a good influence. But the plan was so troublesome that he soon abandoned it; and in his stead prevailed with his friends and townsmen to establish a public town library on the ruins of the old one already mentioned.

He had already begun to write for the newspapers, on various subjects, particularly on common school education. A long and stormy series had been published—though in an uncouth and somewhat bombastic style—in the Columbian Register of New Haven, as early as 1823. Several shorter series on the same subject appeared in this and other papers during the years 1826 and 1827. The habit was not wholly discontinued while he was pursuing the practice of medicine and surgery. Among his contributions of this sort, between the years 1826 and 1829, were a number of articles in the Boston Journal of Education, then under the care of Mr. William Russell.

A correspondence was also opened about this time, with Mr. Russell, as well as with Rev. Samuel J. May, of Brooklyn, in Connecticut, and several other warm friends of educational improvement, in different parts of the last mentioned state, particularly in Hartford. This correspondence was valuable as an aid in maturing his own views, and those of others.

On entering the fourth year of his medical practice, he found his health so much improved that he volunteered to return to teaching. This was in the autumn of 1829. In less than two weeks he was teaching a district school in the adjoining town of Southington.

His school, though in a somewhat remote corner of the town, was large, and made up of rather heterogeneous materials. Here he pursued his improved methods of teaching without molestation. There were a few complaints about too rigid discipline; but in general, his course met with approbation. In the method of teaching English grammar, especially Etymology, he even made large advances. This method was published both in the Journal of Education and the Confessions of a Schoolmaster; but they were so novel, and yet so important, that teachers and friends of education who have not seen either of these works, will doubtless be glad to read a brief description of them. The following, for example, was his method of teaching the definition of the verb.

Without any preliminary information with regard to what he was about to do, he would ask his pupils to take their slates and pencils, —or pen and paper, if more convenient—and be ready to attend to his direction. Then, stamping on the floor with his foot, or clapping his hands, he would require them to write down what they saw him do. When this was done, he would perform some other common action, such as whistling, hopping, jumping, coughing, laughing, or singing, and tell them to write again. When he had proceeded far enough for a single lesson, he would tell them, one by one, to read aloud what they had written. Some would be found to have expressed the action, as *stamping*, in different words, or in more than one word; but in general they were found to have seized the idea; and after a few attempts they would succeed in writing the proper words very readily. "Now," he would say, "what have you been doing?" The reply would be various, according to the genius of the pupil; but, by cross questions, he would usually soon find they had taken hold of the main idea, viz., that the words they had written described actions. When the point was fairly secured, he would add: "These words, which you have written, are *verbs*." "Now," he would ask, "what is a verb?" Nor would he be satisfied till he found they perfectly understood the matter. Such a definition is never forgotten.

He did not always commence with the names of *actions* or verbs, but oftener with *nouns* or the names of *things*. In that case he would set them first to writing down the names of all the things in the room, or in their father's garden, or in the road between that and the school-house. The names of actions came next; then substitutes for names, or pronouns. For this last, and indeed, for all the parts of speech, and for most of their divisions and subdivisions, he had his peculiar methods.

His first etymological course of teaching on this plan was made as an experiment. It was in the depth of a very cold winter, and some

of the pupils, among whom was one female, had to walk a mile or more, in deep snow. The proposal made by the teacher was, that they should come to the school room at sunrise, and remain an hour. The course was to consist of ten lessons. The class consisted of ten individuals, and not one of them failed of attending punctually from the beginning to the end of the course. Their progress was respectable. They acquired as much solid knowledge on this subject, during the ten lessons of an hour each, as is usually acquired in a whole term on the ordinary plan.

In the progress of the winter he made a successful attempt to convene teachers, one or two evenings in a week, for mutual improvement. They were some eight or ten in number. One was a female. They read such works as Hall's "Lectures on School-Keeping," and the "District School as it was," and made their comments. They also gave an account, mutually, of their experience and progress as instructors.

The impression made by these labors was deep and abiding, but it slowly impaired his health and depressed his spirits; and, being fearful of a relapse of his pulmonary tendencies he abandoned, for a time, all hope of teaching permanently.

His plan now was to find, if possible, a manual labor school, where he might study a little more thoroughly his profession, at little, if any expense. But, as it appeared, on inquiry, that nothing had yet been done, he gave up the pursuit, and concluded to labor on the farm for the summer, near New Haven.

But just as he was settling down on the farm, he had occasion to be in Hartford, where, to his surprise, he met Rev. Wm. C. Woodbridge, who had returned from Europe; and though in feeble health, was endeavoring to rouse the attention of a few friends of education to the necessity of forming a school for teachers, on the plan of Mr. Fellenberg's school, in Hofwyl, which he had been for some time studying. Mr. Woodbridge inquired of Dr. Alcott what he considered the capital error of modern education. "The custom of pushing the cultivation of the intellect at the expense of health and morals," was the reply. This question and reply laid the foundation of an acquaintance and friendship that was as lasting as the life of the parties.

It was not difficult for Dr. Alcott to yield so much of his own individuality of opinion and purpose as to become an assistant to Mr. Woodbridge in his endeavors to effect his purpose of establishing, somewhere in the vicinity of Hartford, a miniature Fellenberg school. He had unbounded confidence in the integrity and plans of Mr Woodbridge, and high hopes of his success; and of becoming himself a

Vehrli in the new institution. So great was this confidence that though encumbered with a debt of some twelve or fifteen hundred dollars, which he had contracted in order to establish himself in the practice of medicine, and which he had not yet been able, in any part, to cancel, he consented, with the permission of his creditors, to labor for a year or two with Mr. Woodbridge, at the very moderate compensation of twelve dollars a month; which would just clothe him, and pay the annual interest of his debt. And even when, sometime afterward. he had the offer of a school in an adjacent town at $300 a year—an offer which two years before he would have accepted with all his heart—he only required that Mr. Woodbridge should raise his wages from twelve to fifteen dollars. This is mentioned to shew his devotion, at this time, to the cause of common school improvement.

His employments with Mr. Woodbridge were at first various; for such was his hope of the future, that he was content for the present with "small things,"—the preparation of a map, the correction of a portion of geography, or the preparation of an essay or a review. Mr. Woodbridge not only sanctioned but encouraged the continuance of his appeals to the friends of common schools through the periodicals. He also made frequent and persevering excursions into the surrounding country towns to examine their schools, and report concerning them in the papers and journals. The press teemed with his articles; especially the Connecticut Observer and Hartford Courant. One very substantial and elaborate review of a report on the Manual Labor School of Pennsylvania—the product of his pen—appeared about this time, which met with much favor, and was quoted by foreign writers.

While associated with Mr. Woodbridge he not only made the means of elevating the common schools his constant study, but in concert with him, laid many plans for the advancement of the cause. He conceived the idea of establishing a journal of education, but his own and Mr. Woodbridge's indigence, and his own great inexperience and general diffidence, prevented. He was more successful, however, than formerly, in his attempts to rouse public inquiry on the subject, by his contributions to the periodical press, and by his pedestrian excursions, and occasional conversations and lectures.

It was during this period, that is, the years 1830 and 1831, that he prepared, and on sundry occasions delivered his Essay on the Construction of School Houses, to which the American Institute of Instruction, in the autumn of 1831, awarded a premium, and which led the way to that large and thorough improvement in this department, which is now going on in this country and elsewhere. He also wrote

and presented to the same body an essay on penmanship; which, though it did not obtain the premium, was deemed second in point of excellence, was recommended to be published, and was widely circulated.

One field of labor, in which he was wont to engage, has been thus far unintentionally omitted. The public common school fund in Connecticut had at this time become so large that its increase, as apportioned and applied to common schools, was beginning to be felt to be an evil rather than a blessing. It was sufficient to pay the teachers for a few months of the year, and the parents had almost ceased to take a personal interest in their management and general conduct. The late Mr. Gallaudet, Hon. Roger M. Sherman, Hon. Hawley Olmsted, Mr. Woodbridge, &c., saw the necessity of forming a state society for the improvement of common schools, in which this subject and other topics should be freely discussed. Such a society had been actually formed, when Dr. Alcott and Mr. Woodbridge became associated; and had held several meetings. Into this movement Dr. Alcott entered with all his heart, and he did much to sustain it.

A history of the first public school in Hartford, in which some recent advances had been made, a volume of a hundred pages or so, was written by him about this time, and also a volume of nearly the same size, entitled a Word to Teachers. They were crude productions, but not devoid of a certain kind of merit, in that they were highly practical. But his chief forte, in writing, was the newspaper; for if its style was not more elegant,—it was more racy and spirited. It is believed that his essays in conjunction with the labors of others, had much influence not only in New England but throughout the United States.

But the most important of all his numerous avocations, at this period, was his travels for the purpose of collecting facts concerning schools. When Mr. Woodbridge could spare him, and when, too, his health became somewhat impaired by too much confinement to the desk, he would sally forth on one of these expeditions, on which he was at times absent several weeks.

In 1831, Mr. Woodbridge, having removed to Boston, to superintend and edit the Journal of Education, which he had purchased of its first proprietor, urgently solicited Dr. Alcott to follow him. At first he hesitated, as it was feared, both by him and his friends, that a residence in the eastern part of Massachusetts would hasten apace his consumption. But having in 1830, abandoned all exciting food and drink, and adopted such other improved physical habits, as seemed to be imparting new energies to his frame, he at length

concluded to accept the proposals; and very early in the year 1832, he removed to Boston.

The journey was made during a great snow storm in January, which before he reached Boston, turned into a severe drenching rain, in which by an accident to the stage coach he became so much exposed, that immediately after his arrival at Boston, he was taken ill with hemorrhage from the lungs, and other threatening symptoms. But under the care of Dr. J. C. Warren and good nursing, he recovered slowly, and was able to proceed to the duties which by his engagement with Mr. Woodbridge, were assigned him. From that day to this, a quarter of a century, he has, with the exception of one or two less formidable attacks, enjoyed a most surprising immunity from pulmonary disease; nor has he often had so much as a common cold.

Dr. Alcott had formed many valuable acquaintances in Connecticut; among them, Dr. John L. Comstock, Rev. Horace Hooker, Rev. C. A. Goodrich, Noah Webster, A. F. Wilcox, and Josiah Holbrook. He left the state with regret; but with the expectation of returning to it in at most a few months. He did not however, return until after nearly twelve years.

Besides assisting Mr. Woodbridge in conducting the Journal (now Annals) of Education, by writing a large proportion of the articles on physical education, methods of instruction, &c., and a considerable number of book notices and reviews, he was for two years, 1832 and 1833, the practical editor of a Children's Weekly paper, started by Mr. Woodbridge and his aged father; one of the objects of which was to serve as a reading book in common schools. The paper was called the Juvenile Rambler. It was perhaps, the first paper of the kind ever issued in this country; and it so far succeeded as to be taken by several schools in very large numbers, and to be used with great satisfaction and profit. But it was troublesome to its editors, and at the end of two years was discontinued.

Dr. Alcott's labors in the cause of education, now became much more varied and extended. Besides assisting Mr. W., he wrote many fugitive pieces on various subjects connected with physical education and morals, and the advancement of common education—for amid all his miscellaneous labors he never lost sight for one moment, of the public school. He even lectured on this subject, not only before the American Institute of Instruction, the American Lyceum, and associations for educational improvement, but to teachers and parents, in various towns and cities of the commonwealth of Massachusetts, as well as of Rhode Island and Connecticut, and when he could

not in person attend public meetings of the friends of education, he often sent an essay to be read before them.

Among the latter was a tract entitled, "Missionaries of Education," which was subsequently published, and had a tolerably wide circulation. But his theory on this point, was evidently half a century in advance of the age, though it could not fail to recommend itself to all thinking men who took the trouble to peruse it, as replete with good sense, and dictated by a heart expanding with benevolence toward the rising generation.

In the years 1832 and 1833, he wrote a small volume for young men, entitled, "The Young Man's Guide," which besides being the first popular book of this class, that was perfectly reliable, and which expressed in a lucid manner, and in such a style as not to offend, some of the physiological dangers of young men, was written throughout in such a spirit of fatherly kindness, and such a simple style, as to win attention and secure an extensive sale. From the avails of this work, chiefly at four cents a copy, the author in the thirty-sixth year of his age, paid his debts, now of very long standing, and once more felt himself a free man. At the end of the year 1833, he was solicited by S. G. Goodrich to become the acting editor of a little monthly journal, which he had now been conducting one year, entitled Parley's Magazine. He had the editorial charge of this work four successive years; with how much of wisdom he conducted it, the public have long ago decided. He also edited "The People's Magazine," a semi-monthly work, for one year.

In 1834 came out the "House I Live in." Many of the ideas had indeed already appeared either in the Juvenile Rambler or elsewhere, but here they were incorporated into a volume. This was one of the most truly original works of the age. It is still popular with a certain class of people, and deservedly so; though it never had a rapid sale. It was re-published in England, and has been used in some places as a class-book in the schools.

"The Moral Reformer and Teacher in the Human Constitution," a monthly periodical devoted to the discussion of various topics in the department of physical education, was begun in 1835, without pecuniary means, and with only a single subscriber. It was indorsed however, by such men as the late talented Dr. John C. Warren; and had for nine years, under the various names of Moral Reformer, Library of Health, and Teacher of Health, a very considerable influence; though it was directly and indirectly a source of much pecuniary loss to the editor.

In 1836, the "Young Mother" appeared. This was a work on

physical education, for the female heads of families; and though not very original, was a work of much value. The "Young Wife," "Young Husband," "Young Woman's Guide," and "Young Housekeeper," all of them possessing various degrees of merit, and written for the family, followed in the course of two or three years. So did the "Mother in Her Family," "Living on Small Means," "The Sabbath School as it should be," "Confessions of a Schoolmaster," &c., &c. "The Mother in Her Family" had a more limited circulation than most of Dr. Alcott's other family books, and perhaps deserved it. The author's attempt at imagination was an effort for which his peculiar education had not prepared him. It had merit, but it had many faults.

It is also worthy of remark that one or two of the forty or fifty volumes of various sizes which Dr. Alcott has written for the Sabbath School Libraries of various Christian denominations, though works of general worth and merit, are slightly open to the same criticism; while the greater part of this class of his works are, in every respect, as juvenile works, of a high order.

His contributions to the periodical press, some of which have been alluded to, many of them to the Recorder, Watchman, and Traveller of Boston, and to the Boston Medical and Surgical Journal, have been almost innumerable. He has preserved copies of more than a thousand.

Dr. Alcott continued to labor on the Annals of Education, to the end of its career. After having long aided Mr. Woodbridge, sometimes for pay and sometimes without, and the failure of the latter's health in 1836, Dr. Alcott became his coadjutor, and then for several years his successor.

Probably no living individual has devoted more hours, during the last forty years, to education, especially that of the common school and the family, than Dr. Alcott. Not many days have passed during that time, in which he has not performed some labor in that field. Besides his writings, he has also spoken much and often; giving, usually, lectures either on hygiene to the scholars,* or on instruction and discipline, mainly for the benefit of teachers.

* He has related to us the following anecdotes, which may serve for illustrations. Not long since a little boy came running up to him, saying: "How do you do, Dr. A? When are you coming to see our school again?" "Have I ever visited your school?" was the reply. "Oh, yes sir, more than a year ago; and you said you would try to come again." "Where is your school?" Here in West Newton; don't you remember it? You told us about the *houses we lived in;* and about eating green apples; and I have not eaten a green apple since."

WILLIAM CHANNING WOODBRIDGE

BY W. A. ALCOTT, M. D.

William Channing Woodbridge was born in Medford, Mass., December 18th, 1794. His father was Rev. William Woodbridge, whose name is identified with the early history of female education in Connecticut. His mother, Ann Channing, was a sister of the father of the late Rev. Dr. W. E. Channing of Boston. She died when her son was about fourteen; but his father lived to an advanced age.

The family removed from Medford to Middletown, Connecticut, in 1798, where the father took an active interest in the improvement of common schools, and organized the first Association of Teachers in this country. Here in 1799, the son learned his alphabet: and immediately commenced the study of Latin, read Accidence and Corderius. In 1801, the family having removed to Norwich, he studied Latin there with W. McGee. His father subsequently removed to Newark, New Jersey, to take charge of a female seminary; where, in 1804, we find the son studying the Greek Testament. In 1806 he studied mathematics and chemistry; and Homer in 1807. He entered freshman at Yale Collge, June, 1808, at the age of thirteen years and six months. I am careful to give particulars, to show their connection with that feeble constitution which caused him so much suffering in after life. From the fact of this premature development and exercise of his mind, and from his own statements and my personal knowledge, I have no doubt of the existence, at this period, of what medical men call "latent scrofula;" nor that the tendency was greatly aggravated by his premature studies. For though his parents were wise enough to defer his "alphabet" to his fifth year, yet such was his aptitude for study, and such his advantages, under his father's home teaching, and in the sick chamber of his mother, as well as with other excellent teachers, that we see him entering college at an immature age, and with a delicacy of constitution which, while it promised him college honors, did not augur well for his general health. Perhaps the worst feature of this hot-house education, was, after all, his being so much in his mother's sick room. Such confinement may, indeed, have had a good moral influence on him, but must have con-

tributed not a little to his after physical sufferings, as well as detracted from his general usefulness.

Of Mr. Woodbridge's college life not much is known. His account of himself during that dangerous period is in some few particulars different from what might have been expected by those who know the manner of his early training and his general inoffensiveness. Yet, although those of his peculiar defective physical organization are, in some respects, unusually exposed to the besetments of vice, still their moral principles and powers are often proportionately forward. Thus it was with Mr. Woodbridge. He passed the fiery ordeal wholly unscathed.

Although it does not clearly appear that at this early stage of his educational life, he regarded every thing in the shape of amusement, whether public or private, as absolutely and unqualifiedly sinful; yet he certainly had less of sympathy with those of his years, than with the middle-aged and the old. The sick room education, to which he had been so much subjected, may have imparted a premature solidity to his habits of mind, if not a sluggish cast to those of his body.

Mr. Woodbridge graduated at New Haven, September, 1811, when he was less than seventeen years old. The subsequent winter was spent in Philadelphia, pursuing his studies; but of their particular character, at this time, nothing remains except the following extract from his private journal. "The study of the Bible in the original language, enters into my plan of study. My own inclination is to pursue a course of Biblical criticism, Ecclesiastical History, and Doctrinal Theology, as my great object; but to connect it with a revival of my collegiate studies, particularly the Mathematics and Philosophy."

He took the charge of Burlington Academy, in New Jersey, in July, 1812; where he remained until November, 1814. Of his success in teaching we know nothing; but the bare fact that he commenced at the immature age of seventeen and a half, and continued here almost two years and a half, together with his well-known subsequent success in Hartford and elsewhere, is the best evidence we can desire in his favor.

During the winter of 1814–15, we find him again at New Haven, attending lectures on Anatomy, Chemistry, Philosophy, &c. His great desire to perfect his knowledge of these and his other college studies had probably led to this change, and induced him to defer teaching at least as a profession, for a few years longer, or, more probably forever.

Mention is made, in his private journal, of a very interesting revival of religion, during this season, in Yale College; and we are led to

infer that he was himself one of its subjects, as were also many others whose names have since been well and favorably known to the Christian public; not a few of whom have gone to their final award. Such, at least, were Codman, Cornelius, and Nettleton. Mr. Woodbridge made a public profession of religion by uniting with the college church, April 2d, 1815. He was now in his twenty-first year.

In September of the same year, he commenced a course of theological study with Dr. Dwight, then President of Yale College; where he remained till the death of his teacher, which happened January 11th, 1817. In July of this year, he entered the Theological Seminary at Princeton, New Jersey. At this time, and probably from the beginning his studies with Dr. Dwight, (if not indeed from a somewhat earlier period,) he had cherished the hope of being a foreign missionary. But he had not been long at Princeton before a new field was opened to him. There was a call on him to join Messrs. Gallaudet and Le Clerc of Hartford, in conducting the American Asylum for the Deaf and Dumb,—then in its incipient stage of existence. Under date of August 30th, 1817, he thus says of himself:

"During the week, my attention has been almost constantly occupied with the subject of the asylum. At times my heart as been affected and enlarged. I felt at one time particularly, as if I could rely on the promise: "Acknowledge Him in all thy ways, and He shall direct thy paths." I felt as if I could put myself in the hands of God; yet I must expect his guidance in the use of means."

Having occasion to spend a night about this time, in a family where there was a deaf and dumb girl, the conversation readily turned on the susceptibility of deaf mutes for receiving instruction. To gratify the anxious parents, as well as to make an important experiment, he undertook to explain to her the word *think*, as being equivalent to seeing absent objects. She seemed much interested, and appeared to partially understand him.

The question, both with himself and his friends, was now, it would seem, that of the comparative importance of this work of teaching, and that of foreign missions. His views and final decision may be gathered from the following record in his journal, and deserves our particular attention.

"This is missionary ground. It is carrying the gospel to those who can not otherwise obtain it; yet compared with the opening among the heathen, the asylum offers a very limited field. This is an immediate, certain field of usefulness. A mission is distant and uncertain."

In short, he concluded to join the asylum, and went to Hartford for that purpose, December 4th, 1817. The pupils welcomed him

with great cordiality, as they had probably heard of his trials on their account, and knew his general reputation and character; and in order to testify their high gratification, many of them spelled the word "glad" on their fingers.

In November, 1818, less than a year afterward, he received a pressing invitation to become professor of chemistry in William and Mary College, in Virginia. The salary proposed was much larger than he had hitherto been accustomed to receive. But after consulting with the directors of the asylum, and with God and his own conscience, he declined the appointment. This I regard as a triumph of principle, which did him much honor. It proved, moreover, to be the turning point of his life.

Though his duties were sufficiently arduous and numerous at the asylum, he sometimes preached on the Sabbath—in general, I believe, gratuitously—in various places in and about Hartford. He had been licensed to preach by the North Association of Connecticut, February 2d, 1819.

This attempt to go beyond the field which Divine Providence had opened for him at the asylum, was doubtless an error; though Mr. Woodbridge is not the first good man who has broken himself down by endeavoring to do too much. But he had been admonished already. Constitutional feebleness, to say nothing of dyspeptic and nervous tendencies, had been a serious interruption to his theological studies; and had not been without influence in the decision of the great question whether or not he should become a foreign missionary.

In the progress of the summer of 1820, his health began to give way so as in a great measure to unfit him for his duties. It should be observed, however, that in addition to his ordinary routine of labor in the asylum, and such other extra duties as from his great conscientiousness, he may have been led to engage in, some of which I have already mentioned, it is highly probable he had begun, before this time, the preparation of his Rudiments of Geography. For though nothing is said, in his journal, which would lead to this conclusion, yet we know that as early as in the beginning of the year 1822 this work was finished, and considerable progress made with the larger work, the Universal Geography.

They who know any thing about the preparation of an elementary school-book on a science which they are teaching as enthusiastically as Mr. Woodbridge taught geography to deaf mutes in Hartford, will understand the exhaustion which accompanies it, and will not be surprised that his health materially suffered. In fact he was so far reduced, that by about the middle of the year 1820, both he and

his friends were much alarmed for his safety; and, together with his medical counselors, were urging a voyage to Europe, as the most probable means of his restoration. In October, 1820, he accordingly sailed for the south of Europe. A gentleman who accompanied him on this voyage, thus says of him:

"In the intervals of a severe and depressing dyspeptic disorder, he displayed his devotion to the conscientious and philanthropic course which he afterward adopted, in the spirit of a missionary; often directing conversation to subjects which he afterward prosecuted to a great degree. He was one of the first passengers then known, who had attempted to practice religious services at sea. Among others of his experiments that might be mentioned, while crossing from Gibraltar to Algesiras, he once engaged a motley company of Spaniards, Moors, &c., in an animated and interesting conversation in the language of natural signs."

In this first voyage to Europe, and in efforts there for the recovery of his health, he spent about eight months. During this time he was in Palermo, Naples, Leghorn, Rome, and other Italian cities; and although amid scenes of war and confusion, he not only gained in health, but accumulated much geographical knowledge; an object which he had no doubt kept in view from the very first conception of the journey.

Mr. Woodbridge returned to Hartford July 4th, 1821, with his health partially restored. The autumn appears to have been spent in perfecting his Rudiments of Geography, and in completing the Universal Geography; which last was published in 1824. To these two great works he devoted his whole physical and mental energies for more than two years.

The friends of education who read this sketch, hardly need be told that up to this period, geography as a science, had received but little attention in the public schools of New England; with the exception of a few more favored of the larger schools, spelling, reading, and writing, were nearly all the branches that received special attention. A little arithmetic was taught here and there, but even this was for the most part crowded into the evening. The master, as parents supposed, had no time for it by day, without interfering with his other studies; and they sometimes formally and sagely voted "cyphering" out of the school. As for geography, some few schools studied Morse; a few others used as a sort of reading book, Nathaniel Dwight's "System of Geography," which was arranged in the form of question and answer. The vast majority, however, paid no attention whatever to the subject.

But, Mr. Woodbridge, while instructing the deaf mutes at Hartford, and perhaps yet earlier had hit upon an improved plan of teaching, which is now too well known, as incorporated into most of our school geographies, to need description. A similar method, had also been pursued by Mrs. Emma Willard of the Troy Female Seminary. Both these teachers were preparing their plans of teaching for publication, unknown to each other; but Mrs. Willard was at length induced to merge her own work in that of Mr. Woodbridge.

Woodbridge & Willard's Geographies produced a revolution in the method of teaching this useful science, wherever it had been taught before; and by their simple and interesting system of classification, were a means of introducing this science in many schools where it had not then been taught. And if others have reaped a large measure of the pecuniary emolument to which these authors seem to have been justly entitled, it is a thing by no means new or unheard of. It is but the fate of most discoverers. Some men, it is true, meet it with more resolution than others, according, in fact, to their various force of bodily constitution. Yet if Columbus, with his gigantic mental and physical energies, was so broken down by it, that his hair was white at thirty years of age, it should hardly excite surprise in any who know how feeble Mr. Woodbridge was at that time to learn, that his health was not a little impaired by the ill treatment which he received at the hands of his cotemporaries. It is certainly true that some of the works which were regarded by many as being stolen from Woodbridge & Willard, contained sundry improvements, but this was to have been expected. It must be a consolation, however, to his friends, at the present day, to know that his works still have an existence, and are regarded by not a few teachers, as preferable to any of their successors. It is also a still greater consolation to believe that the study and preparation of these works, led to his subsequent efforts in educational improvement.

In April, 1824, he thus writes: "My geography is nearly completed, and it becomes a serious question what course I shall now pursue." Unfitted as he was by ill health for teaching and the pulpit, it is not to be wondered at that such a question should arise in his mind; nor that he should think seriously of visiting England, Scotland, France, Germany, and Switzerland, with the view of improving himself in the science of general education, and particularly in his favorite department, that of geography.

It was not so common in those days to try to run away from dyspsia as it now is; and yet such things had occasionally been done. Mr. Woodbridge's partial success in visiting the south of Europe, had

encouraged him, and raised the hopes of his medical advisers. They recommended another European voyage. Their prescription was not without its charms. It would give him a fine opportunity, among other things, to hold converse with many wise men, not only in Great Britain, but on the continent. It would also enable him to visit schools, and perfect himself in the great work of educational reform which it is believed he had already dared to meditate.

The first year of his absence, during which his health was comparatively good, was spent in arranging for the publication of his small geography in London, and in securing means of supporting himself; he also succeeded in introducing improvements into the instruction of two of the deaf and dumb institutions of England. In the autumn of 1825, a relapse into ill health obliged him to seek southern Europe. Here he grew strong again; and besides traveling again in France and Italy, he spent three months at Hofwyl, by invitation of M. de Fellenberg, as visitor and instructor. Here his health failed once more, and he went to Paris, January 1827, to correct a new edition of his large geography. He accomplished this work with some difficulty, owing to his declining strength. He gradually gave up the use of animal food, and adopted a spare diet almost entirely farinaceous. In October he went to Rome for the winter, traveling very slowly, and being forced by an attack of lumbago to stop at a private hospital at Lyons, where he grew comparatively well again, and proceeded to Rome in December. In July of 1828, he proceeded again to Switzerland, where he remained at Hofwyl, studying the system of Pestalozzi, until May, 1829. He then went to Frankfort, remained there studying the school institutions of southern Germany until July, proceeded to Brussels to investigate Jacotot's system, and reached Paris at the beginning of August, much better than when he had departed thence.

In the autumn of 1829 he sailed from Havre for New York; having been the first American geographer to travel abroad for the sake of collecting materials to enrich his works; and having made many valuable acquaintances both in England and on the continent, including Lord Brougham, Lady Byron, Dr. Chalmers, Dr. Andrew Thompson, M. de Fellenberg, Baron Humboldt, Pestalozzi, &c.

Besides the labor which he bestowed upon his geographical investigations, he was also intent upon obtaining such a knowledge of the general state of education as would enable him to devote himself to its improvements at home, amid a multitude of difficulties both on account of ill health, and a want of pecuniary resources, such as would have deterred and discouraged most men.

Soon after his return to this country, he visited Hartford, for the purpose of rousing the attention of such men as the Rev. Mr. Gallaudet, Hon. Henry L. Ellsworth, Dr. John L. Comstock, and the teachers of the American Asylum, to the great importance of improving the condition of education, especially common education, in this country. Indeed, from various remarks made by him soon after I first met him, in the spring of 1830, I am inclined to the opinion that he was not wholly without the hope of enlisting the friends of education at the asylum and elsewhere, in a scheme to establish a school for teachers in Hartford; and perhaps of finding among the men of wealth in that city a second Fellenberg. But his ill health was an insurmountable barrier to any decisive results, as well as to that speedy return to Europe, which he had been meditating. The latter project he at length wholly relinquished. He probably found the improvement of his geographies, in order to keep pace with the advances of the science, would be likely to require all his bodily and mental energies, as well as all his pecuniary resources.

For educational efforts, however, the time was interesting and auspicious. During Mr. Woodbridge's absence in Europe, beginning with about the year 1825, that movement had arisen among the friends of education in the United States, of which Mr. Gallaudet's newspaper articles advocating special training for common school teachers; the early efforts of Hawley Olmstead, Rev. Samuel J. May, Hon. R. M. Sherman, A. F. Wilcox, Josiah Holbrook, A. Bronson Alcott, and William A. Alcott, in Connecticut: the organization of the Hartford Society for the Improvement of Common Schools; the early writings of James G. Carter, Rev. S. R. Hall, and others in Massachusetts; and the publication of the American Journal of Education, by William Russell, were parts and active stimulants.

The Society for the Improvement of Common Schools held several meetings at Hartford and New Haven, soon after Mr. Woodbridge's return; and so far as his health permitted, he exerted in them an active influence. At some of these meetings, it fell to the lot of the writer of this article to lecture on improvements in the construction of school houses, and kindred topics. The lecture on school houses was afterward sent to the American Institute of Instruction, and in 1830 a prize was awarded to it. The interest Mr. Woodbridge took in the subject and in the manner of treating it, resulted in an intimate acquaintance, and in a conjunction as friends of the same cause.

Another fact deserves to be mentioned. It has already been stated that the father of Mr. Woodbridge was a teacher. He was connect-

ed with several of the earliest female schools in New England and New Jersey. Indeed, he continued a teacher for fifty years of his lifetime, and died in the harness, as is believed, from excessive labors both in school and in the pulpit, when he was between seventy and eighty years of age. But what is most to our present purpose is the fact that he was President of the first School Association, in Middlesex county, Connecticut, as early as the year 1799; the object of which was the accomplishment of the same ends at which his son and his associates were aiming thirty years later. It is not needful to insist, in this case, on the doctrine of the hereditary descent of mental and moral qualities; but it is certainly a singular coincidence. The interest which very naturally attaches to this fact is increased when it is understood that at the very juncture of which I am now speaking, the elder Mr. Woodbridge joined his son at Hartford, and became, for a considerable time a fellow laborer in a cause which he still loved with all his youthful ardor.

Our united and separated efforts in behalf of education had enlisted a good deal of newspaper influence in this cause, especially at Hartford. But having become fatigued with this form of labor, I made known to Mr. Woodbridge my intention of establishing a periodical at Hartford, to be devoted to the cause that so much engrossed our attention. But there were difficulties in the way; and in the meantime Mr. Woodbridge purchased the American Journal of Education at Boston, changed the name to Annals of Education, and with the aid of his father and myself, and the promise of other occasional assistance, proceeded to act as its editor. This was in August, 1831. Later in the year he removed to Boston, whither he was soon followed by his associates.

No pains or expense were spared by Mr. Woodbridge or his associates, to render the Annals the one thing needful to the friends of education, especially to teachers. During the first and second years of its existence, he developed, in a clear, careful, and faithful manner, the whole system of Fellenberg; together with such other systems of distinguished European educators as were meritorious, particularly those of Pestalozzi at Yverdun, and Prof. Jacotot of Louvain; while his associates and contributors furnished most of the other articles. Physical education and methods of instruction, whether practical lessons, reviews, notices, &c., fell largely to the share of the writer.

Not only the Annals of Education, but the Juvenile Rambler, was started by Mr. Woodbridge, about the end of the year 1831, on his arrival at Boston. The last was a small weekly newspaper for chil-

dren, designed not only for the family, but for the school-room, and even as a class-book for reading exercises. For a little while and in particular localities, it was exceedingly popular. A few large schools received it by hundreds; and in one or two it became a substitute for all other reading books. But it was not very long lived. Its editors,—who had charge of it practically,—found their duties too arduous, and withal so poorly rewarded, that after the lapse of two years they were obliged to abandon it, and concentrate their influence on the "Annals."

It should also be remembered that during the first years of the "Annals," a weekly paper for teachers, entitled the Education Reporter was issued for a time, by Rev. Asa Rand. But this, too, proving unprofitable, and being supposed to conflict with the Annals, was at length purchased by Mr. Woodbridge, and after being published by him for some time, in an independent form, was merged in the monthly journal.

Besides, the original cost of the list of subscribers was a heavy bill of expense. For, though it was well received by the teachers of private seminaries and a few professional men, who respected the zeal, talent, and philanthropy of the editor, yet a large proportion of the teachers of the district schools regarded it as too high—or rather too learned for them; besides they thought they could hardly spare three dollars a year of their scanty wages for twelve prosy numbers of a journal of education. The result was, therefore, that though every body praised the work, nearly every body excused themselves from taking it, especially those who most needed its assistance.

But Mr. Woodbridge, did not shrink from the responsibilities he had incurred on account of the difficulties. He devoted himself to his task with all the energy which dyspepsia would permit, though at the end of every year deeply in debt.

He continued the Annals to the close of 1836, when failing health compelled him to make a third voyage to Europe. He embarked in October, and for two years continued to act as foreign editor. After that time, except for an occasional contribution, the work was wholly in the hands of the writer. Mr. Woodbridge's pecuniary sacrifices for the Annals, during the six years and a half of its life, amounted to many thousand dollars.

In November, 1832, he had married Miss Reed, an assistant in Miss Beecher's school at Hartford; whose zeal for education was scarcely exceeded by his own, and who was an excellent helper to him in the cause. But her health was bad; and after joining him

in Europe, she died, at Frankfort, in 1840, leaving two children, a son and daughter.

Mr. Woodbridge's illness prevented him from making the educational researches in Europe which he had designed; and after spending the winter of 1840–41 at Berlin, he returned home in October, 1841. The next three winters he passed at Santa Cruz; but with steadily declining health. At his final return in 1844, it was evident that he was fast failing, and his business engagements were now made so as to provide for a speedy departure. He made a short experiment of the water cure and homeopathy at Brattleboro, but with no relief, his bodily powers being too low to rally; and in returning to Boston, entered Dr. Durkee's institution, but gradually grew worse, and died there, in November, 1845. His last days, and his death, were peaceful; though his feebleness prevented much conversation, and he scarcely said more to friends who visited him, than to remark that he supposed they met for the last time.

Although the actual results of Mr. Woodbridge's labors have been great, yet in making an estimate of him and of his work, we shall find him entitled to the credit of doing very much, under very great discouragement, if not of accomplishing results in themselves, absolutely vast and astonishing.

His mental powers were great. Both his intuitive perception of principles, and his faculty of methodically arranging facts, were rapid and thorough; and his ability to give clear expositions of the relations, bearings, and consequences of both, was remarkable. His moral endowments were, perhaps, still more eminent. His honesty, both in pecuniary matters, and in stating facts and searching authorities, was unbendingly rigid; his father was accustomed to say that in "extra corrections," made to embody the latest or most accurate matter, on his geographies alone, he had expended a good estate. He was at once frugal almost to parsimony in his personal expenditures, and liberal to nobility in assisting the educational or other benevolent enterprises in which he was interested. Except a bare support for his aged father, and a still more slender one for himself and family, he was uniformly accustomed to devote to the perfecting of the Annals of Education, irrespective of mere stipulations with subscribers, his whole income, from whatever source.

His aspirations, indeed, both intellectual and moral, were of the very highest order. It was the incessant prostration of his efforts by the most wretched and irritating of all diseases, dyspepsia, probably complicated with scrofula, and certainly with great nervous weakness, which prevented him from realizing those aspirations, at least to a de-

gree which would have placed his name very high on the list of benefactors to his race. This physical incapacity was in part constitutional, and was doubtless aggravated by early ill training. And it was this which forced him to relinquish one plan after another, which rendered him often a severe sufferer from small self-indulgences, which made him irritable in conversation, and which, in connection with a constitutional diffidence, and yet an unsparing honesty in expressing opinions when driven to do so, made him often seem positive or even rude in receiving or opposing the views of others.

He was always a poor man, and was too liberal in giving what came to his hand, to the objects of his life, ever to escape from the vexations and discomforts of poverty.

Yet in spite of all he accomplished much. How much influence his labors had in producing those educational changes which have been taking place in this country ever since, is not easy to say; but undoubtedly a large share of what we deem educational improvement, must be set to the credit of him and his associates. A writer of his obituary, in the "Express" of NewYork—the only notice of him we have ever seen—by one who well knew his whole history, thus speaks:

"With his return from his first foreign travels, we may date the commencement of the operations for the improvement of common schools in this country. For though he had before aroused much interest in Baron Fellenberg's institution at Hofwyl, in Switzerland, by the publication of a series of letters written on the spot, and which contained almost every thing that our countrymen have ever read on that subject, no considerable attempt was made to produce any general coöperation for the benefit of common education, until he made known his plans and commenced his operations.

"The American Annals of Education, which he conducted at Boston for a series of years, under many difficulties, abounded in facts and suggestions of the soundest kind; which were the groundwork as well as the exciting cause of the movements successfully made by the legislatures of different states, and the friends of education who gradually arose in all quarters of the country. The conventions of teachers and others, in counties and larger districts, owed their plans and first impulses, in a great measure to Mr. Woodbridge, as did the innumerable lyceums and other popular literary societies. He was one of the first to foresee popular opportunities to act in Massachusetts for the advantageous distribution of the money appropriated to the schools, and the most energetic, in taking measures for that purpose. At every meeting held for the promotion of this favorite

cause, he was personally present or represented by some valuable essay or other communication; and most of the enlightened and liberal proposals offered, came from him or received his cordial support. He wrote the first letter on popular education in music, and excited and aided Messrs. Mason & Son to attempt the introduction of that important science and art on modern principles. It is needless to remark on the extent to which their example has since been followed.

"Mr. Woodbridge moved the first resolution ever offered, recommending the study of the Bible as a classic. The first Literary Convention in New York placed him at the head of a committee on that subject; and he not only drew up, but gratuitously published and widely circulated the report, which embraces, in a most distinct and forcible manner the grand arguments in favor of that object, in a style which no man can read without admiration. No writer before or since has exceeded it; and in all the discussions which have taken place, it would be difficult to discover any new thought or argument."

While thus engaged, through years of ill health, and all the difficulties and discouragements arising from very limited pecuniary means, Mr. Woodbridge not only found strength to perform numerous journeys, to carry on an extensive correspondence, to hold innumerable interviews with intelligent persons, and to devote money with a liberal hand for the public benefit, but his heart and hand were ever open at the calls of philanthropy. Few men, it is believed, have ever been more noble in giving, in proportion to their means.

He was as influential as any one man, in awakening and maintaining that interest in the cause of education generally, which arose in Massachusetts between the years 1830 and 1840. He was an efficient agent in drawing public attention to the necessity of normal schools. He was, if not the very first, one of the earliest writers in favor of the introduction of the studies of physiology and vocal music, into our schools. He drew from behind the counter of a country store, and introduced into the higher sphere in which he has done so great and useful a work, the celebrated Lowell Mason; a service which alone would have made him a public benefactor. His letters in explanation of the systems and institutions of Fellenberg, besides being the first introduction, to America, of those men and their works and principles, are distinguished for clearness of style and completeness of analysis and exposition.

ENGᴰ BY JOHN SARTAIN, – PHILᴬ

Walter R. Johnson

WALTER R. JOHNSON.

WALTER ROGERS JOHNSON was born in Leominster, Mass., in 1794. His father, Luke Johnson, was a farmer of strong mind and decided character, and though but a youth at the breaking out of the Revolution, bore an active part in the struggle. His mother was only daughter of Rev. John Rodgers, first minister of Leominister, whose descent is traced in a direct line from Rev. John Rogers, the martyr of Smithfield.

Of these parents Walter was the only son, and the youngest of their three children. His mother died soon after his birth. He derived from his parents a robust physical constitution, intellectual vigor, and excellent moral endowments; and enjoyed through life, by hereditary right, the inestimable blessing of good health.

He early manifested a fondness for learning and a taste for books; and soon aspired to acquirements beyond the routine of the New England schools of the day. Of these, his assiduity soon enabled him to master the studies, and his local reputation for scholarship and manliness of character, procured him, while yet quite young, an invitation to teach a neighboring district school. While he fulfilled with punctuality the duties of his station, he lost no opportunity of making progress in his own studies, being stimulated by the prospect of securing by his own exertions the means of preparing for and pursuing the collegiate course which his father could not afford him. In 1814 he entered Groton Academy, completed his fitting for college within a year, and in 1815 entered Harvard University, as a freshman.

Here he maintained an unblemished character and a high position in his class. Continuing his earnest pursuit after knowledge, he applied himself to several studies not in the college course, including botany, chemistry, and some foreign languages. Under the necessity of supporting himself, and determined not to incur any avoidable pecuniary obligations, he spent his vacations in teaching in district schools. He graduated in Harvard in 1819, and, could he have followed his own inclination, would have remained in Cambridge to study law. He was however obliged to resolve to teach during two or three years, and accepted an

offer to become preceptor, as it was then called, of Framingham Academy.

Here he remained a year, laboring energetically in his vocation, and devoting his leisure hours to the sedulous study of law and belles lettres, at the end of which period he accepted a proposal to take charge of a small classical school in Salem, intended to prepare gentlemen's sons for college or business.

Mr. Johnson deeply appreciated and enjoyed the excellent society and rare literary advantages of his position at Salem, and he made good use of the improved opportunities which he found there for advancement in his knowledge of law, as also in science and general literature. He always considered intercourse with great minds a most powerful stimulus to his intellectual progress, and took great pleasure in his acquaintance with several eminent scientific men of Salem, including the venerable Nathaniel Bowditch. Under such influences, his predilections for the study of natural science received a new impulse, and he made large advances into its vast domains, subsequently the chief field of his labors and source of his reputation.

He was a ready writer, and a frequent contributor to the journals of the day, whose columns were always open to him. He occasionally wrote a sonnet or song, but most of his articles were of a grave and solid character. He excelled also in epistolary composition, and his letters were much valued by their recipients. His taste in literature was correct, and cultivated by study ; and having a clear, sonorous, and flexible voice, and an excellent elocution, he loved oratory, and was successful in it. He was often desired to speak in public, and the anniversary of the Fourth of July especially, seldom failed to call forth from him either an oration or a poem.

Mr. Johnson had before this time become deeply interested in the cause of education, at large. It afforded, as he believed, the only sure foundation of a safe and prosperous republic ; the only guarantee against poverty, crime, and anarchy. As this interest increased, he relaxed his attention to law, and bestowed more time upon an extended course of reading bearing upon the subject of education ; undertaking to gather from the best works relating to it, from the time of Bacon to his own, whatever might with advantage be applied to the studies of American youth. The benefits derived from these investigations appeared in all the educational efforts of his after years, as teacher, essayist, lecturer, experimenter, and in preparation of text-books.

He remained in Salem but little more than a year, having been requested by the trustees of Germantown Academy, Penn., to become principal of that Institution, one of the most prominent in the state, originally endowed by it, and further enriched by private liberality. His acceptance of this offer was in part determined by a desire of more extended knowledge of the world ; for hitherto he had never been outside of his native state.

The site of Germantown Academy was near the main street of Germantown, upon a lane leading away from it. The locality was salubrious and agreeable, and the buildings were surrounded by play-grounds and gardens, were substantial and respectable in appearance, sufficiently capacious, and included a library, philosophical and chemical apparatus, and comfortable dwellings for the principal and boarding scholars. Evidently nothing more was needed to make the institution equal to any in the middle or northern states in excellence or celebrity, except the appreciation of a liberal and vigorous system of instruction and discipline. A short time, however, sufficed to show Mr. Johnson, just come from the comparatively strict and thorough training of New England schools, that the public mind in Pennsylvania was far behind the age in the conception of what constituted a good education, and in appreciation of its value ; and that, at least in the interior, far greater importance was attached to the development of soil and of animals, than of the minds of the young

Mr. Johnson was not long in perceiving that his principal field of labor here would be outside the walls of the Academy ; and that to accomplish anything creditable to himself, or largely beneficial to his pupils or the cause of education at large, it would be indispensable to arouse the attention, convince the reason, and secure the co-operation of the trustees of the institution, and also of parents and guardians. A prevailing laxity of parental discipline and apathy on the subject of education, were among the discouraging obstacles to be surmounted, requiring long and patient effort, and for striving with which he had little taste or inclination. But he also discovered that he could count upon the sympathy and intelligent co-operation of many liberal and cultivated persons, both in attempts to introduce special improvements and in an endeavor to establish a common school system which should be commensurate with the wealth and influence of Pennsylvania.

In view of the wide field of effort which thus opened before

him, and of the manifest increase of the influence of his own wishes respecting the management of the seminary, he yielded, after some hesitation, to the wishes of the trustees, and continued at the head of the Academy after the expiration of the year for which he at first engaged. Under his management, the reputation and prosperity of the institution increased, and its classes were well filled. His own position became at the same time more pleasant, as he became better and more extensively known. His genial disposition found much to enjoy in the refined society to which he had access in Germantown and Philadelphia ; he was invited to the well known "Wistar parties ;" and his fondness for literature and science found much gratification from intercourse with the many men of eminence in those departments whom he thus met. He also greatly enjoyed the privileges offered by the Academy of Natural Sciences, and the Philosophical Society.

Giving up, at least for the present, and not without reluctance, his plan of returning to his native state and studying law at Cambridge, Mr. Johnson now turned his attention to the enterprise of educational reform in Pennsylvania, in co-operation with the company of benevolent and energetic men who at that period set themselves to awaken the state from her indifference to the mental and moral condition and prospects of her youth. Devoting to this purpose whatever time could be spared from the duties of the Academy, he traveled through the state in various directions, acquainting himself with the character, condition, and wants of the inhabitants, and gathering information and statistics; and visited Harrisburg to become personally familiar with the legislators and rulers of the state. The results of these investigations he used at home, in elaborating those writings in the theory and practice of education and instruction, which he published monthly in the newspapers of that day, which attracted much notice and were widely read and widely influential. Their publication was commenced in ' The Commonwealth," at Harrisburg, in 1822 ; with a series of thirteen essays on education, which embodied his general opinions on common schools, and on the establishment of a system in Pennsylvania. Another series of six essays on the same subject appeared in the Journal of the Franklin Institute, in 1823.

Among the pamphlets issued by him in 1825, embracing the views which he had published originally in the columns of a newspaper, was that entitled "*Observations on the Improvement of Seminaries of Learning in the United States, &c.*," in which he advo-

cated the immediate establishment of "*Schools for Teachers;*" in this particular coinciding with the views put forth at the same time by Rev. Thomas H. Gallaudet in Connecticut, James G. Carter in Massachusetts, and President Lindsley in Tennessee.

These inquiries and efforts Mr. Johnson continued for a number of years, and had the satisfaction of believing that he had been an influential assistant in procuring the passage of the law of 1834, which gave Pennsylvania a general system of public schools, and virtually proved the winning of the long contest with ignorance and prejudice. During the long series of years while this law may be said to have been maturing, not less than two hundred and twenty public acts on education had been passed by the legislature, but none of them, until this, was upon a basis broad and liberal enough to be satisfactory to the friends of education, or practical in its results. Much time and money had been spent in procuring this course of legislation, various isolated colleges, academies, &c., had been benefited, and a number of acts had been passed to establish public schools exclusively for the poor; a species of benefaction which that class, to its credit, was too independent to accept.

In the autumn of 1823, feeling that his position and prospects justified the step, Mr. Johnson united himself in marriage with the eldest daughter of Dr. Loth. Donaldson, of Medfield, Mass., with whom he lived until his death, in unbroken happiness and affection. Upon bringing home his wife, he resumed his academical duties with undiminished ardor, and was now enabled to offer much greater advantages than before to such pupils as were placed in his family and under his entire supervision.

Although faithful and successful in the labors of the position he had assumed, its numerous and often vexatious duties, and the unvarying routine of school duties, were not in harmony with Mr. Johnson's tastes, nor with his mental activity and love of positive progress in knowledge; and accordingly, when after a time an opportunity was presented him to enter upon a course of labor requiring his favorite investigations and discussions in natural science, he gladly embraced it. This opportunity was offered by the Franklin Institute, then a young but vigorous and efficient organization, and about establishing a High School, with an especial design of affording the industrial classes cheap instruction in sciences and arts. The committee appointed to carry this design into execution, requested Mr. Johnson to lay out a system of instruction for the institution, which he did; and being further

invited to carry his own plans into operation under the auspices of the Institute, he resigned his place at Germantown and removed with his family to Philadelphia in 1826. The High School was soon organized, and went into operation with a large class of pupils, with a comprehensive course of instruction, designed to prepare either for a collegiate course, professional studies, or business life.

The monitorial system was introduced into the school, as economical and also as pre-eminently available, under the circumstances, both for teachers and pupils. The third annual report, in describing the number of pupils and their studies, says, "The High School is in complete operation with its full complement of three hundred and four. Of these three hundred study the English language, one hundred and fifty-three the French, one hundred and five the Latin, fifty-five Greek, forty-five Spanish, twenty German, two hundred and forty geography, three hundred elocution, two hundred and thirty-one linear drawing, and all arithmetic or some branch of mathematics." The system of Dr. Marsais was adopted in the study of foreign languages; and manuals were prepared for Greek by Mr. Johnson, for Latin by Mr. Walker, and for French by Mr. Bolman, which were used with success. Having given much attention to Greek, Mr. Johnson believed it an error to teach it as a dead language, but that modern Greek was substantially the same as the Greek of the days of Homer, and a living language, and as such he taught it. In these views he was sustained by means of some of the most distinguished Greek scholars of our own country, and by some of the most intelligent native Greeks who have written on the subject. Mr. Johnson found that his system gave his pupils a taste and fondness for a language generally esteemed a most difficult and discouraging one; and in the short period during which they were under his instruction, many of them became able to read with ease, intelligence and propriety, the poetry of Sophocles and of Homer.

The school fully answered the design of its founders, affording at the low price of twenty-eight dollars a year, instruction in all studies which it could ordinarily be desired to follow, and enabling those of narrow means to acquire an education of a grade before attainable only by the wealthy. Encouraged by this success, the Institute proceeded to enlarge their means of diffusing knowledge by establishing professorships in several branches of science and art, the incumbents of which were to prepare and deliver an

annual course of lectures before the members of the Institute and their families. Mr. Johnson was appointed to the chair of mechanics and natural philosophy—a department for which he was peculiarly fitted, and which had always been a favorite with him. It was therefore with the zeal both of duty and pleasure that he entered upon investigations in which he took the utmost delight, but which he had never before been able to pursue far without infringing upon the time and strength due to his regular employments. With the purpose both of increasing the interest and usefulness of his lectures, and of providing for himself the means of experiment, he provided an extensive mechanical and philosophical apparatus. The classes included both sexes, and many adults, and were numerous and uniformly interested and attentive during the many succeeding seasons when his lectures were given.

Although actively engaged in the educational department of the Franklin Institute, Mr. Johnson was always ready to co-operate in promoting its general objects through other channels. He contributed to their Journal, took part in their deliberative and conversational meetings, engaged in its discussions of questions of practical science, and prosecuted with reference to it, either alone or with others, in elaborate researches on subjects of great importance to the arts and to mankind. Nor were his labors limited to the objects of the Institute. The Academy of Natural Sciences of Philadelphia had elected him a member soon after his removal to the city, and he took a place among its working men of science, and was in the habit of contributing to its collection, especially such minerals and fossils as he could gather during his journeys or geological explorations in the state. He was a constant attendant at their weekly meetings, and frequently presided at them, and was for some time corresponding secretary. Papers by him are also numerously scattered through their published proceedings, for the many years of his residence in Philadelphia. It is scarcely necessary to add that his personal and social relations to his contemporaries of the Institute and the Academy were invariably most pleasant.

Mr. Johnson's official connection with the Franklin Institute continued for more than ten years. At the end of that time the High School, rendered superfluous by the adoption of a general school system, was given up, though the lectures were continued. During the whole period, besides discharging his official duties, Mr. Johnson was actively engaged in researches in physical science, often with a direct bearing on the arts and practical busi-

ness; and, it is believed, with no small result in contributions to the advancement of human knowledge. Many of his most important scientific papers, and several on education, were during the same period published in the scientific journals of the day.

Mr. Johnson was not content with merely mastering all already known of any department to which his attention was turned, but was accustomed to devote uncommon powers of patient investigation, careful analysis, and logical deduction, to the endeavor to discover new facts or to establish new principles. He possessed great quickness in comprehending even the most complicated mechanical devices, and suffered no new machine which came under his observation to escape the thorough understanding of its operations and uses. This aptitude was of singular advantage to him in the many elaborate investigations in physics which he afterwards pursued, in devising new apparatus or combinations of machinery.

Among the earliest and most important of these investigations was a series of experiments to determine the strength of materials, and the best construction of steam boilers. These were set on foot by the Franklin Institute, about the year 1830, and originated in a benevolent desire to prevent the misery arising from the frequency of steamboat explosions. The Institute appointed a committee of seventeen to carry out a systematic examination of the whole subject, whose operations resulted in a wide course of investigation, occupying many of the best scientific minds of the country for several years. A sub-committee of three, Mr. Johnson, Mr. Reeves, and Prof. Bache, was entrusted with that branch of the inquiry relating to the strength of materials. They sent circulars throughout the United States and abroad, requesting facts on the subject, and materials used in the manufacture of steam-boilers, to be submitted to scientific tests. The answers received showed a deep and general interest in the subject; and in a few months the committee were in possession of abundant facts for the further prosecution of their inquiries. The Secretary of the Navy, appreciating the importance of these researches, recommended their extension, and furnished the funds necessary for incidental expenses.

This branch of the inquiry was regarded as of paramount importance, and the committee applied themselves to it with corresponding zeal, devoting to it all the time which they could save from their ordinary occupations, for three or four years. Their report appeared in 1837, in 280 octavo pages, and included a

minute detail of all their experiments, verified and illustrated by tables and plates.

While conducting these experiments, and others on steam, heat, electricity, magnetism, &c., Mr. Johnson observed many phenomena suggestive of new physical laws; which, after verification, if of practical utility, he was accustomed to publish in some intelligible form. Of these discoveries, one of the most important was, that iron increases in strength, after being subjected to a powerful tension at an increased temperature, in the proportion of from 18 to 20 *per cent.*, with a gain in length of from 6 to 8 *per cent.*; a law verified by numerous experiments.

The importance of this discovery was regarded as great, especially with reference to marine equipments, where, as in cables, &c., the utmost possible strength is required with the least weight. Having devised a mode for the practical application of his discovery, Mr. Johnson submitted his scheme to Judge Upshur, then Secretary of the Navy, always of liberal sentiments in relation to scientific improvements, and who appreciated the value of this, so far as to direct a proving machine then about being furnished for the navy yard at Washington, to be constructed under Mr. Johnson's directions, in such a manner as to admit the application of his improvement to chain cables and to examine its feasibility. The result justified all that had been claimed for thermo-tension, but it was found that some modifications in the usual form of the links of chain cables would be necessary in order to admit its successful application to them. In a letter written about this time Mr. Johnson says, "The experiments on chains and bars of iron, hot and cold, are continued daily. I am making efforts to introduce some improvements in the mode of fashioning the links of chains and their studs. The prejudice in regard to old habits has to be met by persevering efforts to prove incontestably the superiority of the forms which I have proposed to substitute. Every step which I take batters down some obstinate prejudice and opens an easier and easier path to the success of my proposals. In the form of the studs and cross-stays of links, I have already effected a change, and as I have four or five times in succession proved that the new form of link is itself stronger and more enduring than the old one, I have little doubt that it will also gain the ascendency."

These experiments were never completed. They were at first discontinued in obedience to an order from the department to suspend all operations under the head of general increase, and subse-

quent imperative duties elsewhere, and changes of administration, prevented them from being resumed.

In the summer of 1836, Mr. Johnson quitted for a time the arduous occupations of the laboratory, the lecture room, and the study, for a more genial and healthful sphere of inquiry among the minerals and fossils of the coal formations of the Alleghany mountains, and of the region of the west branch of the Susquehanna.

In geology, comparatively a new science, and in its related pursuits, Mr. Johnson's attainments had hitherto been bounded by what was already known. He now, however, proposed to himself the pleasant task of independent investigation, with the hope of himself adding something to the extent of human knowledge. Having already made many investigations on the special department of the properties of iron and coal, he felt peculiar interest in studying their features in their native forms and localities. On this and subsequent occasions, indeed, he visited most of the coal fields of any note, of our own country, of Nova Scotia, and of Wales and some other parts of Europe. He also examined extensively the iron districts, studying the different ores and their localities, and collecting samples for future analysis. Some of these explorations were professional, for the benefit of mining companies, or to determine the value of lands; but an ultimate motive in all of them was the attainment of knowledge and the advancement of science; and their results were not only published in official reports to the companies interested, but were also the basis of many scientific papers which were afterwards published from time to time as occasion served. During these same explorations, no opportunity was neglected of collecting minerals, fossils, and curious or interesting relics and materials of whatever kind, relating to the natural history of the regions traversed. On one occasion, while ascending the Sinnemahoning in a skiff, he observed, high up an overhanging sandstone cliff, some rude attempts at engraving. With much labor and difficulty he had them detached, and upon examination found them to constitute a rude map of the course of that river and the country near it, and the animals found in the valley. He had it cut down to a manageable size and sent to the Academy of Natural Sciences at Philadelphia. The Pennsylvania Historical Society afterwards published a *fac simile* and description of this curious specimen of aboriginal topography.

In 1837, Mr. Johnson was appointed to take charge of the

department of magnetism, electricity, and astronomy, in the United States Exploring Expedition, as originally organized; a post which his love of knowledge and his desire of investigating a new field, induced him to accept, notwithstanding the long prospective absence from his home and family. He entered upon preparatory duties sometime before the departure of the expedition, and occupied some months in verifying and testing the instruments to be under his care, in a temporary building erected for the purpose on Rittenhouse square, in Philadelphia, and with the aid of several naval officers, and of Profs. Walker and Kendall.

Relying on the faith of the government, Mr. Johnson resigned his professorship. in the Franklin Institute, for these preliminary labors, and was also obliged to make other sacrifices and preparations. But after many months of active preparation, and many more of vexatious delay, these justifiable expectations were disappointed by the abandonment of the original plan, and the reduction of the fleet, outfit, and scientific corps, to an extent and grade every way inferior. The dignity and efficiency of the scientific corps, in particular, was so much curtailed that it was with disappointed hopes and lowered expectations that those who were retained, embarked on the voyage; and it was with satisfaction rather than regret, that Mr. Johnson finally received notice from the Secretary of the Navy that his services would not be required; and the satisfaction of his family, whose scientific ardor was naturally less vivid than his own, was still greater at his announcement that he would again resume his favorite home avocations.

As the sphere of labor, and the demand for it, in the department of applied science was now constantly widening, from the wants of the increasing development of the mineral, agricultural, and industrial resources, and the general intelligence of the country, Mr. Johnson experienced no lack of employment. Besides extensive geological explorations in various parts of the country, analyses of minerals, and writing the requisite reports, he had occasion to enter, as by a natural gradation, into a new field, that of organic chemistry. The Pennsylvania College at Gettysburg, having in 1839 organized a medical department in Philadelphia, Mr. Johnson received and accepted the appointment in it of Professor of Chemistry and Natural Philosophy. In preparing for the duties of this chair, he was required to investigate the important and interesting relations between physiology, pathology, and

animal chemistry, and to prepare them for lucid explanation to his class. This required laborious study and profound thought; but the pursuit was one of fascinating interest to him, and his lectures were among the most popular of the whole course, eliciting the applause of the students and the approbation of the faculty. He retained this position for four years, at the end of which time he resigned it, to devote his undivided attention to scientific investigations requiring his presence elsewhere.

The practical knowledge which long experience had given him in relation to coal and iron, had led him to the opinion that they were the two most important productions of the country, both politically and economically; and that the extensive and rapidly increasing use of coal, especially in commerce, navigation, and manufacturing, demanded a thorough scientific investigation of the properties of all its varieties, for the ascertainment of their absolute and relative values, in generating steam, producing heat, and for other purposes. Under the conviction that such knowledge was attainable, and that it was a desideratum of especial value to the navy, Prof. Johnson addressed Secretary Upshur, with the view of obtaining the authority of Congress to institute the requisite experiments. The Secretary accordingly recommended the measure; in 1841 a bill was passed authorizing him to appropriate the necessary funds, and Prof. Johnson was authorized to commence the work. The preliminary steps were at once taken, and the navy department invited coal dealers to furnish specimens of varieties of coal for experiment.

The preparation of the necessary apparatus delayed the commencement of actual operations until the fall of 1842. The work was still for some reason suspended until 1843, when it was recommenced and industriously continued to a close in November. Forty-one samples were tested, and sixty tons of coal consumed in the experiments. A preliminary report was soon issued, giving a general account of the proceedings, for the satisfaction of the numerous inquirers on the subject. A final report however remained to be prepared, to embody in a systematised form the great mass of notes, observation, and analyses which had been accumulated, and to make it available for practical purposes. This was completed and issued by Congress in 1844, and constituted an octavo volume of 600 pages.

This report commanded universal approbation for profound and laborious research, accuracy, and extent of information. Prof. Johnson, however, considered it only the beginning of the much

greater work which he contemplated; namely, the continuance of his investigations until they should include all the varieties of coals from the principal coal fields of the United States, and from such others as in the progress of steam navigation we might have occasion to use, and thus to form a complete work worthy of our government, and commensurate with its deep interest in the development of our physical resources. But among the innumerable objects of personal and political interest, and the changes of our officers of government, many objects of great public importance are often overlooked, and left to be neglected, or promoted by the care of private enterprise. Among others, the researches among American coals, so creditably begun, yet remain to be finished, although its plan and execution as far as completed, commanded universal approbation, and although petitions often repeated and from various sources were presented, urging Congress to continue the experiments until their advocates desisted, hopelessly discouraged.

Meanwhile, the work, as far as it goes, has become a standard authority. The British Admiralty, in the similar course of experiments shortly afterwards instituted by them, adopted Prof. Johnson's plan as the basis of their operations; and those in charge of the corresponding series of experiments in fuel under the Prussian government, not only adopted his plan of proceeding, but bore an honorable testimony to their obligations to its author, in the preface to their published report, and also in a private communication to him.

About this period, Prof. Johnson was employed in various scientific researches connected with the Navy Department. He was member of a commission to investigate the subject of floating docks, and was engaged in examining various contrivances for preventing steamboat explosions, the causes and prevention of the corrosion of sheathing copper, and several subjects of minor importance, demanding much laborious research, and the drafting of various reports, published by government on their respective occasions.

In 1845, Prof. Johnson accepted from the city of Boston, an appointment, in connection with Mr. J. Jervis, the well known civil engineer, to examine and report on the sources from which a supply of pure water might be brought into that city; this important question having been surrounded with great difficulties during several years, from the numerous and conflicting opinions and interests combined to influence or prevent a decision; and it

having been determined to employ two gentlemen of acknowledged competency in scientific attainments, and free from local or personal interest or prepossession. The summer of 1845 was employed in this undertaking, and Prof. Johnson's share of the task was fulfilled with much satisfaction both to himself and to the public immediately interested.

From some years after this time, Prof. Johnson was employed in labors of a more literary character. He prepared for Philadelphia publishers, editions of some of the works of Moffat, Knapp, and Weisbach, adapting them to the wants of our own schools and students by emendations and notes of his own. During the same time, his pen, always actively employed, was engaged in various other writings, always having some relation to the advancement of science or to intellectual progress.

About this period, also, he entered with zeal into the study of agricultural chemistry, and was among the first to awaken the minds of the farming population of this country to the importance and profit of the judicious practical application of the principles of chemistry to the processes of their occupation. He prepared a course of lectures on the subject, which were delivered in Philadelphia and the neighboring cities to good audiences, attracting much attention from the novelty of the subject and the ability with which it was discussed.

Always taking a deep interest in chemistry, geology, and their kindred studies, he was one of the first twenty who organized the American Association of Geologists at Philadelphia in 1840. After the enlargement of the sphere of effort of this body, by embracing all the natural sciences, and their re-organization as the American Association for the Advancement of Science, in 1848, he served as their first Secretary.

Although for the greater part of his life devoted to pursuits of a scientific character, Prof. Johnson was interested in all organizations and enterprises for general improvement, whether political, philanthropical, or educational. While at college, he joined such societies as aimed at personal improvement or the laudable exercise of the social affections. He was a zealous and efficient mason, and rose through many grades of office in their organization. He was an early and active member of the Peace Society, and of the Temperance organization. Indeed, he never allowed himself to fall under the dominion of any animal appetites; and finding himself becoming gradually more addicted to the use of tobacco, which he had learned to use at college, he discontinued its

use entirely, and never resumed it. He maintained a strict temperance in all things, through life ; believing it essential both to bodily health and mental vigor.

For mere party politics he had little taste, and never mingled in its contests, but thought and acted decidedly and vigorously on all subjects affecting the public welfare. His efforts in the course of the movement for educational reform in Pennsylvania have already been adverted to. His opinions relative to education made him a willing .member of organizations for promoting it, and a participant in their counsels and efforts, so far as his occupations and location permitted. He was a member of the National Institute at Washington from its first organization, and while a resident there was an active member and constant attendant. With his fellow members, his social relations were most agreeable, to the end of his life; and his last meeting with his friends around his own board was with them. He was honorary member of the Maryland Institute for the Promotion of the Mechanic Arts, and delivered courses of lectures before them for several successive years; the first in 1849, and the last, which was also the last he ever delivered, in 1852. No similar effort, perhaps, ever called forth more universal approbation from its audience than did this. Its subject was "The Social and Industrial Relations of Man in Europe and America."

He was always attentive to the calls of humanity, and a friend and helper to the poor and the oppressed, whether from Europe, or his fellow-countrymen, with voice, pen, and purse. An ardent lover of liberty, both civil and religious, while he held firmly and boldly to his own opinions, which approximated most nearly to those of the Unitarian denomination, he recognized the like freedom in all others, while abhorring all bigotry, cant, and hypocrisy.

Finding his chief occupations centering in Washington, he removed thither with his family in 1848, still hoping that Congress would authorize the resumption and completion of his researches in American coals; continuing his own scientific researches, and transacting some business connected with mining, civil engineering, and the procuring of patents.

At the organization of the London Exhibition of the Industry of all nations in 1850, Prof. Johnson took a lively interest in the enterprise, and was among the first in this country to move in the promotion of it. He was appointed secretary of the central

committee for the United States, and performed the duties of the office zealously and faithfully.

He had for some time contemplated a visit to Europe; and as no occasion seemed likely to occur more attractive than that of the opening of the World's Exhibition in 1851, he embarked for England with part of his family, and spent some eight months in visiting England, Wales, Germany, Switzerland, Italy, and France, crowding every day and hour with a multitude of acquirements and observations treasured up for use in after years, had such been allowed him. He returned, gratified to the full extent of his expectations, both with the knowledge acquired and with the courtesy and kindness enjoyed in his brief intercourse with such men of science and learning as he met, and in the facilities given him for examining all objects of general or special interest.

In January, 1852, he was summoned to give evidence before the House of Representatives, upon the stability of the work in progress on the capitol extension; a task which made it necessary for him to examine elaborately the qualities of the materials used and the mode of their arrangement. This occupied him several weeks, and was performed to the satisfaction of all parties.

He had scarcely completed this work, and indeed was actually engaged in his laboratory in carrying out some further researches in relation to it, when he was suddenly attacked by the fatal malady which terminated his life in the brief period of six days, on the 26th of April, 1852.

Although he had never labored with the primary purpose of accumulating wealth, he had usually been liberally paid for his professional exertions; and his rule of moderate expenditure enabled him to live in respectable independence and generous hospitality, and to gather a comfortable provision against future contingencies.

The example of Prof. Johnson's life should encourage self-reliance. Almost from his infancy he had earned his own living. He left no debt uncanceled, and never sought for patronage from the rich or the powerful. In reliance upon divine protection and aid, he put his own hands vigorously to the work he desired to do, and steady prosperity was the result.

Engd by L.S. Punderson.

REV. WILBUR FISK, D.D.

WILBUR FISK.

Wilbur Fisk, late president of Wesleyan University, Middletown, Connecticut, was born at Brattleborough, Vermont, August 31st, 1792. His parents were highly intelligent and respectable, though not wealthy, and traced their pedigree to the early pilgrim stock. He was, from early infancy, afflicted with scrofula, which laid the foundation for a peculiar cough, which troubled him through life. At a very early age he exhibited remarkable precocity of intellect and aptitude for learning. While yet young, his father removed to Lyndon, Caledonia County, some forty miles south of the Canada line, then a new country. Here, amid the grandeur and beauty of mountain scenery, with a heart keenly alive to the glories of nature, young Fisk grew up, with but few opportunities of education, except from parental teachings, till his sixteenth year. Up to this time he had had, as he himself states, not more than three years' schooling in all. His parents, however, were well qualified to teach him, and his father possessed a small but well-selected library, which, in his fondness for books, he read and re-read many times. He was not, therefore, behind other boys of his age in general education, and in many particulars he was in advance of them. His ardor in the pursuit of knowledge was such that, when engaged in attending the lime-kilns, of which there were several on his father's farm, as well as when engaged in agricultural pursuits, he always kept his book with him, and this not a story or novel, but some text-book for study, and not unseldom did he become so much absorbed that the fire in the kiln had gone out long before he discovered it. When he was about seventeen years of age, his father, finding that he did not possess sufficient vigor of constitution for the arduous labor of a Vermont farmer, and that his thirst for knowledge was unquenchable, sent him, for three months, to the county grammar school at Peacham, some twenty miles from Lyndon. Here he made up his previous deficiencies in grammar and arithmetic. After his return home, he resumed his labor on the farm, studying, however, at all the intervals of toil,

* For a narrative of the many and important services rendered by Dr. Fisk to the large and influential denomination of christians with which he was connected, other than the promotion of their institutions of learning, we must refer our readers to the able and extended memoir of him by Professor Holdich.

till the autumn of 1810, when he again attended the grammar school for six weeks, and then took charge of a district school for the winter. His ambition was now roused to obtain a collegiate education, but his father's circumstances were not such as would enable him to support his son through a college course. Wilbur was not, however, to be denied on this ground. He offered to support himself through college by his own exertions; and having, by much entreaty, gained his father's permission, he commenced his Latin grammar in May, 1811, being then in his twentieth year. He fitted for college at Peacham, having among his classmates and intimate friends the Hon. Thaddeus Stevens, of Pennsylvania, and several other men who have since highly distinguished themselves. In August, 1812, just fifteen months from the time he commenced the study of Latin, he had fitted himself to enter the sophomore class of the University of Vermont. He seems to have distinguished himself here as a writer and speaker, but Burlington having become, in 1813, the head-quarters of the army, in the war with Great Britain, the college buildings were wanted for barracks, and the classes were broken up. After spending nearly a year at home, young Fisk entered the junior class of Brown University, in the summer of 1814. Here he won high reputation for the brilliancy and variety of his talents; in every study he ranked high, but exhibited a special fondness for belles-lettres. As an orator or a debater he had no equal in college. His extemporaneous powers were of a very high order. In addition to maintaining his position in his class, he found time for considerable reading, and the authors he read were such as made their impress upon his after life, and his style as a writer. Burke, Addison, Shakspeare, Johnson, Milton, Young, Beattie, and Scott, were the authors with whom he became most familiar; and a taste for legal study led him also to make himself acquainted with Vattel, Burlamaqui, and other expounders of international law. He was graduated in August, 1815, having one of the highest appointments in his class.

Having received his degree, and returned home, the next question to be determined was, what profession he should pursue. His parents were anxious that he should enter the ministry, but to this he was, for several reasons, averse, though strongly impelled to it by the convictions of duty. He finally commenced the study of law in the office of Hon. Isaac Fletcher, at Lyndon, and devoted all his energies to the attainment of a thorough knowledge of its great principles. He was still ill at ease, however, and dissatisfied with himself; and being, moreover, considerably in debt, he availed himself of a liberal offer, obtained through President Messer, of Brown University, to

become private tutor in the family of Colonel Ridgeley, near Baltimore. He did not, however, abandon the study of law, but continued it at his intervals of leisure. The large and well-selected library of Colonel Ridgeley, also afforded him opportunities for intellectual improvement. In the midst of these advantages, however, his health became seriously impaired. His lungs, always irritable, had been twice seriously affected while in college, and in March, 1817, he had a third attack, accompanied with alarming hemorrhage. His physicians recommended his return to his native climate, and in May he attempted the journey, but at Burlington was again prostrated by hemorrhage, and for some time little hope was entertained of his recovery. At length his symptoms became more favorable, and in June he reached home, though in a very feeble state. A revival, then in progress in Lyndon, was the means of deepening and intensifying his religious convictions; and, with returning health, he came to the decision to devote himself to the work of the ministry, and in connection with the Methodist church. The step was one requiring no ordinary courage and self-denial. That denomination, now so large and influential, and so active in the promotion of education, had then very few educated ministers in its ranks, and its membership, though active, devoted, and pious, were not generally composed of the more intelligent classes of society. Mr. Fisk, on the other hand, was an accomplished scholar, of refined tastes, and studious habits; he had already attained some reputation as an eloquent speaker and writer, and was not naturally devoid of ambition. To bury his brilliant talents in the Methodist connection, his friends urged, was a sacrifice to which he was not called. The struggle was a severe one, but the sincere and conscientious desire for usefulness, and that in the direction in which duty seemed to point, prevailed, and in March, 1818, he was licensed by the Quarterly Meeting Conference of Lyndon circuit, to preach. His first field of labor was Craftsbury circuit, some twenty-five or thirty miles from his father's residence. The succeeding year he was assigned to Charlestown, Mass., where he labored for two years with marked ability and success. His eloquence and earnestness attracted large congregations, and were the means of increasing the influence and strength of the society of which he was pastor. In the second year of his ministry at Charlestown, he was again prostrated by pulmonary hemorrhage, and for five months there seemed little hopes of his recovery. In May, 1821, he left Charlestown, and by slow and easy stages was conveyed to his father's house, which he reached in about a month. It was nearly a year from this time before he again ventured to preach, and then he was under the necessity of re-

straining any considerable emotional expression, in order to avoid a recurrence of the hemorrhage. But entire rest from public speaking, and constant exercise in the saddle, had so far restored his health that he was again anxious to be at work. During this period of forced inaction, his attention seems to have been specially turned toward the importance of establishing schools of high grade, and colleges, among the denomination with whom he had identified himself. The only academy at that time under the charge of the New England Conference, was one at Newmarket, New Hampshire, which had been founded some years previous, and had been dragging along a feeble and sickly existence since that time. Mr. Fisk, whose health did not yet admit of his taking a charge, was returned superannuated, and directed to do what he could toward raising funds for this Newmarket academy. This, however, he did not attempt; but finding himself, after some months, able to preach, supplied the place of a minister who was ill. On the 9th of June, 1823, he was married to Miss R. Peck, of Providence, Rhode Island, whose acquaintance he had formed while in college. At the next meeting of the New England Conference, the subject of the agency for the Newmarket academy was called up, and the inquiry made, why the agent has not raised funds? "Because," was his reply, "my conscience would not let me." Inquiry having been made into the cause of these conscientious scruples, and a change being suggested in the location of the academy, a committee, consisting of Mr. (afterward Bishop,) Hedding, Mr. Lindsey, and Mr. Fisk, were appointed, with authority to investigate the subject, and to adopt such measures as might be deemed expedient or necessary. The result of the action of this committee was an entirely new organization of the school, and its removal to Wilbraham, Mass.

For two years ensuing, Mr. Fisk acted as presiding elder over the Vermont district, a very laborious and, usually, a thankless post, since the necessary supervision over the ministers of the district, and the official report relative to the assignment of charges, very often gave real or fancied cause of offense; but the winning manners, the ready tact, and the evident interest in the welfare of each minister, which Mr. Fisk manifested, caused him to become very popular in this trying position.

The removal of the Newmarket academy to Wilbraham, Massachusetts, had been effected mainly through Mr. Fisk's influence. The people of North Wilbraham had offered to erect suitable buildings there, and to use their influence to promote the prosperity of the school, if located among them. An act of incorporation was obtained

from the legislature, in 1825, and the buildings commenced the same year. Amos Binney, Esq., of Boston, pledged $10,000 toward the enterprise, and Rev. John Lindsey was appointed agent to secure the remainder by subscription. In November, 1825, Mr. Fisk was elected principal of the academy by the trustees, having a short time previously delivered the address at the opening. During the winter, as he was still presiding elder of the Vermont district, he did not remove to Wilbraham, but left the academy under the charge of the assistant, Mr. N. Dunn, spending, however, such time there as he could spare from his other engagements. In the spring of 1826, the Conference recognized Mr. Fisk as principal of the academy, and, in May, he removed to Wilbraham with his family. Here he found ample employment for every moment. "The school," says Prof. Holdich, "was new, most of the persons concerned were inexperienced in their business, and the plan of the institution novel; facts which excluded, in no small degree, the advantages of a division of labor. Mr. Fisk was chief director every where. All looked up to him for counsel,—steward, teachers, and pupils. In addition, he had frequent calls abroad to preach, deliver addresses, and the like, besides conducting a very extended correspondence."

During the earlier part of Mr. Fisk's term of service at Wilbraham, the institution labored under serious pecuniary embarrassment. At one time the indebtedness was so heavy and so pressing, that some of the trustees feared that they should be imprisoned for the debts of the seminary. From this incumbrance it was relieved by the determined and persevering efforts of Mr. Fisk and Mr. Lindsey. Yet, during the five years in which he was at the head of the institution, his salary, owing to its limited income, was barely sufficient to defray his expenses, even with the most rigid economy. Yet, small as this pittance was, it did not prevent his laboring with all his powers for the promotion of the interests of the seminary. He organized and taught a theological class in addition to his other duties, and for two years supplied the Methodist church in the village, that the trustees might have funds enough for the salaries of the other teachers. Meanwhile, his reputation was constantly increasing. Humble and laborious as were his duties, his mode of performing them was so attractive, and his talents so evidently superior to the position he occupied, that numerous efforts were made to induce him to accept a higher post. In 1826, he was appointed to preach the election sermon to the legislature of his native state, and, immediately after its delivery, was chosen chaplain to the legislature. In 1829, he received the appointment of preacher of the election sermon to the

Massachusetts legislature. During his residence at Wilbraham, he was offered the presidency of Vermont University, and of La Grange College; was elected a professor in the University of Alabama, with a large salary and a prospect of the presidency of the university; and was also chosen bishop of the Methodist church in Canada. Of minor appointments, some of them with liberal salaries, there were not a few; but none of them could draw him from his favorite work as a teacher. The appointment of bishop, in Canada, the most laborious and least lucrative of the whole, was the only one he seriously considered, and this he finally declined, though regretfully, from a conviction that the interests of the academy would be periled by his leaving it. In 1829, Mr. Fisk received the degree of D. D., from Augusta College, Kentucky, and in 1835, it was also conferred by his alma mater, Brown University.

In addition to his other duties, Dr. Fisk, while at the head of the seminary at Wilbraham, was twice elected to the General Conference, the highest court of the Methodist church, and was a leading member of its most important committees, and an active debater and counselor in its discussions. As a member of the committee on education, he rendered great service in urging the necessity and importance of the establishment of schools of high grade throughout the connection, and the organization of colleges where they could be sustained.

Theological and reformatory controversies also occupied a considerable share of the age. The temperance movement was then commencing, and he entered into it with all the ardor of his nature; and some of his sermons and addresses on this subject are, to this day, among the most effective temperance documents in circulation.

Yet, amid these multifarious labors, he found time, or, rather, by his perfect system and order, he made time, to become one of the most accomplished teachers of his time. The seminary had opened with but seven scholars; during the first term the number rose to thirty, and the next year to seventy-five. At the end of three years the number in attendance was between two and three hundred. To all these he was a friend in whom they could confide; a parent on whose love and tenderness they could rely. He seldom used the rod, and the winning and affectionate manner he always manifested toward his pupils rendered its use almost unnecessary. Yet he never failed to maintain order and obedience in the schools. Like Dr. Arnold, he sought to inculcate a high standard of honor in his scholars, and few teachers have been able to rely with more certainty on the influence of moral principle in restraining and controlling their pupils. A lady,

who was associated with him as a teacher at Wilbraham, writing to his widow after his decease says: "He bore all our burdens, and was consulted on every occasion. All matters were referred to him, moral, intellectual, or physical. No circumstance, however trifling it might appear, if connected with the interests of the institution, was beneath his notice."

But the way was preparing for his entrance upon a higher and more extensive field of usefulness. He had toiled faithfully in his humble sphere, and now his opportunities for molding and influencing the moral character of the youth of the country were to be enlarged. We have already seen that, in his report as chairman of the committee on education at the General Conference, he had urged the establishment of two other colleges, to be under the patronage of the denomination. At that time (1828,) there were under the patronage of the Methodist church in the United States, seven schools in successful operation, and three more in an incipient condition; and there were also two colleges, viz., Augusta College, Kentucky, chartered in 1822, and Madison College, at Uniontown, Pennsylvania, chartered in 1827. Two others had been attempted, and failed.

As yet, however, the New York and New England Conferences had no institution of learning within their bounds, and as their membership was rapidly increasing, both in numbers and intelligence, the necessity of a college for the education of their children, and especially for the training of those who contemplated entering the ministry, was beginning to be evident.

In 1829, the buildings erected for the literary, scientific, and military academy, under Captain Partridge, at Middletown, Connecticut, became vacant. Overtures, at first made in jest, by the trustees, to some leading members of the Methodist church in Middletown, finally led to correspondence, to action on the part of the New York and New England Conferences, to overtures from other cities, and finally to the offering, on the part of the trustees and stockholders of the military academy, of the entire property, valued at about $30,000, and to an additional subscription of $18,000, on the part of the citizens of Middletown. This liberal offer was accepted, the organization effected, and the name of The Wesleyan University agreed upon. A charter was granted by the legislature of Connecticut, in 1831, granting university privileges and immunities, and making provision for placing the institution, should it become desirable, under the direction of the General Conference of the Methodist Episcopal church.

In all these measures Dr. Fisk had taken an active part, incited not less by his zeal for the promotion of education generally, than by

the desire to provide the means of such education for the sons of the Methodist clergy, very few of whom could now obtain it, on account of the expense. Another object on which his heart was set, was to initiate efficient measures for the thorough training of young men who might engage in the work of foreign missions, which were now beginning to occupy a large place in the hearts of the members of the Methodist church.

At the first meeting of the Joint Board of Trustees and Visitors, August 24th, 1830, Dr. Fisk was elected president of the Wesleyan University. The appointment was not at all of his seeking; he hesitated for some time about accepting it, and was, indeed, on the point of declining; but, at last, convinced that it was a post of usefulness which he was called to occupy, he addressed the following letter to the Board, announcing his acceptance.

To the Joint Board of Trustees and Visitors of the Wesleyan University, now in Session in Middletown, Connecticut.

Gentlemen:—With a high sense of the confidence reposed in me by a majority of your Board, in electing me president of your proposed university, I tender you my sincere and grateful acknowledgments. I have a deep conviction of my own inability to perform the important and responsible duties connected with this appointment. In accordance, however, with the judgment of my friends, and in reliance upon the cordial and united aid of the Board, and of the colleagues which have been or may be appointed, and especially in an humble reliance upon Almighty God, without whose assistance the most gifted labor in vain, I will engage to the extent of my ability in the service of the Board, in the discharge of the duties assigned me, so soon as I can, in honor and justice, disengage myself from my present relation to another institution. W. Fisk.

Dr. Fisk remained at Wilbraham till December, 1830. At the close of the autumn term, he delivered a farewell address, in which he reviewed the five years of his connection with the school. We subjoin a few paragraphs from this address, as exhibiting the spirit of the man and the progress of the institution.

Five years of labor and anxiety have deeply enlisted and closely connected every feeling of my heart in its (the institution's,) behalf. Such have been the variety and extent of my labors, that, contrary to general experience with respect to past time, the period seems, upon the review, like half an age, instead of *five years*. But in this retrospect I have nothing to regret, with respect to my connection with the school, but my own imperfections and mistakes; of these I have had an abundant share, and have needed the forbearance of the trustees and the charity of the public; aside from these, the review is, on the whole, pleasant.

My experience has been profitable. I have had an opportunity of taking many interesting lessons in studying the unsophisticated character of childhood and youth; I have become more interested in the improvement of the rising generation, and have gained a fixed purpose of devoting to this work, in connection with my ministerial duties, the little I have of talent or influence, and the remainder of a feeble constitution and short life.

I had rather have my name embalmed in the memory and affections of the rising generation, than to gather military honors in the field of battle, or civic wreaths in the senate house, or to have it emblazoned on the proudest escutcheons of this world's glory.

At the opening of this school we had seven scholars, since which time we have entered upon our books one thousand one hundred and fifty different scholars.

Of these, about thirty have entered the sacred ministry, a number are pursuing the study of law or physic, from twenty to thirty are now pursuing a college course, and from a hundred and thirty to a hundred and fifty have gone out of our seminary at different times as teachers.

Dr. Fisk came to Middletown himself in December, 1830, but did not remove his family there till the ensuing spring. For several months he was engaged in efforts to raise funds for the endowment of the university.

On the 21st September, 1831, the college was formally opened by public exercises. On this occasion Dr. Fisk delivered his inaugural address, in which he developed his views in regard to collegiate education. This address was published and widely circulated, and attracted much attention, from the vigor and originality of its positions. He proposed a different classification of students from that usually adopted; dividing them, not into classes according to the length of standing, but into sections according to their advancement. The diploma was to be received whenever the candidate was prepared for it, without reference to the time spent in college. Students who had passed that period of life when the ancient languages could be pursued to the greatest advantage were allowed to take a special or partial course in science and English literature, and to receive a certificate, or modified diploma, testifying their attainments in the branches they had studied. The study of ancient languages did not receive as high a comparative rank as in some colleges.

Here, as in Wilbraham, he found ample employment for every moment. "All called upon him for advice or other aid," says Professor Holdich, "and his supervision extended every where. He draughted rules for the university, and framed the regulations of the boarding department; he superintended the studies in the college, and the pecuniary arrangements of the prudential committee; he heard classes recite in Greek, Latin, and metaphysics, and listened to the petty details of the students' personal concerns; and while he aided the professors in the higher regions of mind, he often came down to the examination of the accounts of the institution in dollars and cents. He was remarkably fitted for this multiplicity of business, by his peculiar tact in management, his readiness and flexibility of mind, his knowledge of men, habits of order, and facility in executing his plans. He was never embarrassed, never out of temper. Skill in securing co-operation in his plans was one of his peculiar qualifications. All had confidence in his judgment, and, in most things, readily yielded to his views. His own mind seemed the center of light and influence, and its radiations illumined all who were about him."

In 1831, in connection with Rev. W. C. Woodbridge, Rev. E. Rob-

inson, and Rev. Dr. Gallaudet, Prof. Woolsey, and Drs. Milner and Maclay, he was engaged in a correspondence with distinguished friends of education in England and this country, on the use of the Bible, both in the original and in its English version, as a classical text-book.

The invitations to more lucrative fields of labor, which had been so frequent during his residence at Wilbraham, were still more numerous in his new position. Unsought by him, often regarded, indeed, in his humble estimate of his own powers, as far above his abilities, few men have had occasion to decline so many stations of honor and usefulness. But, waiving all other considerations, his convictions of his duty to the Wesleyan University forbade his leaving that post for any other, whatever might be its superiority in honor or emolument. Once and once only did he propose to resign the presidency of the university; but it was to go on a mission to Liberia; and so urgent were the friends of the college that he should not leave it, that he yielded to their wishes.

The college meanwhile was making good and satisfactory progress under his care. The number of students had increased to a hundred; and the standard of scholarship was equal to that of the other colleges of the northern states. In the government of the students, Dr. Fisk was remarkably successful. We often read, in catalogues or announcements of colleges and literary institutions of a high rank, that the government is strictly paternal. Yet, what judicious parent would institute, in his own family, the regulations and the strict surveillance which marks the government of many colleges? It can be said to the honor of Dr. Fisk that he *made* his government strictly paternal. The young men looked up to him with the affection and confidence of children to a parent. He took an interest in their concerns; if they erred he reproved them, but in a manner so tender and affectionate as to win them to penitence, not to harden them in crime. The number dismissed was remarkably small. The self-respect of the students was not wounded, and in time of trouble, sickness, or sorrow, they always found in him a warm and sympathizing friend.

It was a favorite idea with Dr. Fisk to connect theological with collegiate education in the case of those designing to enter upon ministerial or missionary labor, and he was opposed to the organization of separate theological institutions, as contrary to the Methodist policy.

Dr. Fisk's position and talents, not less than the earnestness and deep convictions of truth and duty which always actuated him, plunged him often into controversies, foreign to his genial nature, yet forced upon him by the circumstances in which he was placed.

These, in connection with his official duties, and his almost constant labor as a preacher, impaired his health, and compelled him, in the autumn of 1835, to seek for rest and relaxation in a voyage to Europe. He spent some fourteen months abroad; and, though suffering a part of the time from severe illness, he visited most of the prominent educational institutions of England and the continent, and, ever mindful of the prosperity of his beloved university, collected large additions to its library, cabinet, and apparatus, and noted whatever he thought might improve his own instructions, or add to the efficiency of the college.

During his absence in Europe, he was elected, by the General Conference, one of the bishops of the Methodist Episcopal church. This office he declined, in a letter so characteristic of the man in its modesty and self-sacrificing spirit, that we regret that our necessary restriction of this sketch to his educational career compels us to omit it.

Refreshed and invigorated by the season of rest and relaxation he had enjoyed, Dr. Fisk returned to his labors with renewed zeal and energy. He published one or two articles on the relations of the conference seminaries and academies to the colleges, urging the necessity of sending those students who were fitted for college to college, instead of retaining them in the academies, with a view to their entering some of the higher classes, and thus often preventing their taking a college course at all, or, at least, their deriving full benefit from it. This led to considerable correspondence with the principals of these academies. On the question of distinct theological schools, too, his opinion was again solicited, and given. The writing out a narrative of his travels, and one or two controversies, engaged all his leisure from his professional duties. His attendance upon the general and local conferences, was a heavy addition to the labors of a life already too busy. The strength temporarily restored by his European tour, began to give signs of yielding again, amid the pressure of duties so onerous. He returned from the New England Conference, at Boston, in the summer of 1838, sorely jaded in body and spirit, but after a few days rest he was again at work as diligently as ever. An extract from a letter, written about this time to a graduate of the university, who had been elected to the presidency of a southern college, will explain, in some degree, the secret of his success in the management of literary institutions.

I have another thought to suggest. You are aware, I presume, that southern colleges have suffered more from the officious interference of the trustees than from any other source. This is especically true of the state institutions. When Mr. F. first wrote to me on the subject, I informed him I thought a man might be obtained who would suit them, provided they would permit him to have a controlling voice in the organization of the faculty and in the internal arrangement of the school. The reply was, that they should certainly be willing to do that, pro-

vided they had a man in whom they found they could confide. This is all we could expect.

Now the perfection of management in a principal or president, is to manage with such prudence and judgment as to be able to secure the co-operation of the Board in carrying out *his* plans. The truth is, a public institution will never flourish when the president is merely the instrument to carry out the details of the Board. The Board must be his instrument in carrying out *his* plans. I speak, of course, with respect to the government, the course of study, the organization of the faculty, &c. In money matters, of course, they are the legal organ. But even here the president must keep a good look-out, and assist in all matters of economy and finance, as far as he can. In short, the president must be the *head and soul.* A man that can not govern the faculty, the trustees, and the students, and all without seeming to *aspire to rule*, is hardly qualified for the place. This he will always be able to do, if his plans are wise, and are executed with prudence and moderation. And although your youth, and your northern birth and education, may prevent you from speaking and acting with so great freedom at first, yet you will have a countervailing advantage in the fact of its being a new institution, and of its coming into existence under your care. I would advise, then, that you get young men for your colleagues, so that you may mold them to your will; that you have few regulations in the form of trustee statutes. Require them, if they are inclined to make laws (except what relates to terms, &c.,) to let you experiment a little at first, and find out what you need; and, when you think you have gained their confidence, always evade, in the least offensive way possible, any interference of the Board in the government.

The commencement of the first of August, 1838, was the last which Dr. Fisk ever attended. To perform its duties, taxed sadly his waning strength, and roused the fear in the hearts of many, a fear which events justified, that he would not be able to participate in another. From a letter, addressed by him to Zion's Herald soon after, we learn that the whole number of students was one hundred and fifty-two, and that sixty entered the new class.

Still intent upon occupying his time, though very feeble, he addressed an appeal to the citizens of Connecticut in behalf of the university, which aided materially in procuring for it, at the next session of the legislature, a grant of $10,000. He also commenced two works, one on Mental and Moral Philosophy, and another on the Philosophy of Theology. Though unable to stand more than a few minutes, from weakness of his limbs, he preached three or four times, sitting in his chair, the last time being on the night of the new year. He also visited New York, on business relative to the Oregon and Liberia missions, and, though extremely feeble, delivered an eloquent and thrilling address in behalf of the latter. In January he wrote a series of letters for the press, on Protestant missions in France, and commenced a review, which he was unable to finish, of Dr. Bangs' "*History of the Methodist Church;*" and, with all his old ardor, entered into the plans for the celebration of the centenary of Wesleyan Methodism. But, with all the other objects which called for his attention, feeble as his health was, he did not forget or neglect the interests of the university. On the 14th of January, he was engaged nearly all day in sketching a plan for the new boarding hall; and, though suffering almost constantly from obstructed respiration, he visited, so late

as the 30th of January, a graduate, who was lying ill two or three miles distant. On the 5th of February, he dispatched thirty letters, all relating to the affairs of the college. This was his last labor. He was evidently sinking rapidly, and a consultation of physicians, held on the 8th of that month, gave a decision unfavorable to his recovery, or his long continuance in life. From this time, and, indeed, for some weeks previous, he was a great sufferer. Owing to his difficulty of breathing, he was obliged to remain in a sitting or standing posture nearly the whole time; and thus he became greatly wearied, while the paroxysms of difficult respiration would often involve the most intense suffering; yet amid it all he was ever patient, considerate of others, kind, and calm. For more than two weeks the spirit of the good man seemed pluming its wings for its departure, but the summons was delayed; and, though able to speak but slowly, and with great pain and difficulty, he summoned to his dying chamber, in turn, the friends of the university, its faculty, and the students, and expressed his views and wishes, and, in the tenderest manner, bade each adieu. To the New York Conference he sent, by his friend, Dr. Bangs, the message: "I give it as my dying request, that they nurse the Wesleyan University, that they must exert themselves to sustain and carry it forward." When the wandering of that noble intellect but too surely betokened that the final hour was approaching, his incoherent expressions indicated that it was still the college which was the subject of his thoughts; at one time he seemed to imagine himself arranging a class; at another, discussing some metaphysical point with his class. Thus was "the ruling passion strong in death." On the morning of the 22d of February, his spirit was at last released from the suffering and shattered body it had inhabited.

His funeral was attended by a vast concourse, and his virtues and abilities eloquently portrayed by Rev. Dr. Means, of Emory College, Georgia, who delivered the funeral address. He was buried in the college cemetery, where one of his fellow professors had preceded him. His age was forty-seven years and a half. A plain monumental shaft marks the place of his repose, bearing on one side the simple inscription

WILBUR FISK, S. T. D.,

FIRST PRESIDENT OF WESLEYAN UNIVERSITY,

and on the reverse the dates of his birth and death.

Besides his travels, an octavo volume of seven hundred pages, Dr. Fisk published a very large number of essays, reviews, controversial pamphlets, sermons, and addresses; some of which have been preserved in more permanent form by the Methodist Book Concern. His educational publications are all, however, it is believed, out of print.

EXTRACT from a letter, by Rev. Dr. Cooke, president of Lawrence University, at Appleton, Wisconsin, October, 1858.

"To say that Dr. Fisk was a leading spirit in directing the educational efforts of his own denomination, or to say that he was an excellent president of a college, is not to present him as an inventor or originator of any thing useful. He should stand before the world, as the originator and father of a distinct class of literary institutions, now so very useful and widely extended throughout the Eastern, Middle, and Western States; I mean that grade of mixed schools, for the education of both sexes, generally known among the Methodists as "Seminaries"—and which might with propriety be called, *The People's Colleges.*

Prior to his time, there had existed two, and but two, classes of institutions of learning above the common school—the college and the old fashioned New England academy. The former, without exception, excluded females from the advantages they afforded, and besides they were not sufficiently democratic to reach very effectually the masses of the people. Higher education was confined almost exclusively to the learned professions. The other class, with but few exceptions, had sunk into a remarkable degree of inefficiency, and accomplished little more than to prepare a few boys for college.

Discovering at once the wants, not only of its Methodist public, but of the people generally, early in his ministry, he commenced the work of establishing an institution that should be better adapted to the masses, and be open to both sexes. His first efforts in that direction were, I think, put forth at New Market, N. H., but other portions of New England Methodists soon waking up to the importance of having literary institutions under the denominational control, Wilbraham, by a sort of compromise, was finally agreed upon as the more central location; thus arose the first institution of its grade, with Dr. Fisk as its head.

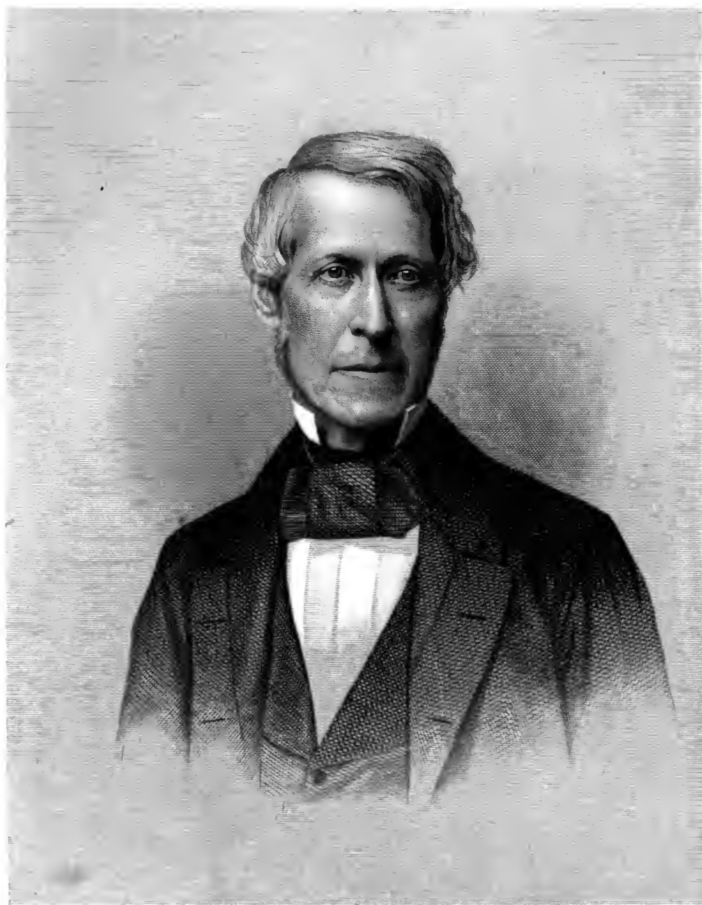
Under his skillful management, its experience proved sucessful beyond the expectations of friends; and a few years only sufficed to renew the experience at Readfield, Maine, and at Cazenovia and Lima, in the State of New York.

Up to this period, the new movements to cheapen and popularize higher education to the masses, have been almost exclusively confined to, and directed by, the rising zeal of the Methodists; but other denominations soon saw the success attending these mixed higher seminaries, and were not slow to imitate, in this particular, the original leaders of this new enterprise. And now, under the various denominations, and bearing the public sanctions won by the marked success that has attended them, these institutions are scattered through not New England alone, but also the Middle, Western, and North-Western States. They are every where cheapening education, stirring up the people to its importance, and reaching the masses, who would otherwise have been entirely overlooked.

Some of these institutions have an average attendance of five or six hundred pupils, have endowments and other facilities for imparting instruction scarcely inferior to many of our old and respectable colleges.

We by no means claim for these institutions, that they have been the best for all purposes, or that they have in all cases, like Old Phillips' Academy and others that might be named—*par nobile fratrum*—imparted the most thorough classical training to their pupils; but we do claim that they have specifically met the wants of the people as no others have, and that they are now accomplishing the greatest good for the greatest number.

For whatever of value this class of institutions has been, or shall be, to the cause of cheap and popular education, the world is indebted to the Methodists, who preceded other denominations by several years in their successful management. To the lamented Dr. Fisk, especially, does the world owe a debt of gratitude, not only as the founder of two of the most useful institutions of New England, but also as the originator of that class of seminaries, so deservedly popular, for the co-education of the sexes."



Engd by A H Ritchie

John Kingsbury

JOHN KINGSBURY.

On the fifth day of February, 1858, Mr. John Kingsbury withdrew from the charge of the "Young Ladies' High School," in Providence, established by him in 1828, and over which he had presided with signal success for precisely thirty years. The occasion, as was most fitting, was celebrated by a reunion of his pupils, both past and present, who assembled in the Chapel of Brown University, which was offered for the purpose by the corporation. Of the interesting exercises which marked that occasion, we subjoin an account, and at the same time, we gladly seize the opportunity to present a brief outline of Mr. Kingsbury's career, not only as a teacher, but also as a citizen, and a man, in the community where he has so long resided.

John Kingsbury was born at South Coventry, Connecticut, May 26th, 1801. His father was a farmer in moderate circumstances, and the son was trained to agricultural labor, and worked on the paternal farm till he was twenty years of age. The education by which his boyhood was instructed and trained, was such as he could obtain by attending, during the winter months, the district school of his native town, till he was fifteen years of age, and then by becoming himself a teacher for four successive winters, in the same or in a neighboring town. In September, 1822, having now attained his majority, he entered Brown University, after such preparation in classical studies, as he was able to make during a brief period, under the instructions of Rev. Chauncey Booth, a worthy minister, at that time settled in South Coventry. The expenses of his college residence for four years, he was obliged to defray almost entirely by his own exertions, and this made it necessary that he should continue the practice of teaching during a part of each year, as he had done before entering college. He, however, allowed nothing to repress his aspirations or diminish his industry as a student, and at the college commencement in 1826, he graduated with the second honors in a class, which numbered in its lists, with other distinguished names, those of George Burgess, now the bishop of the Episcopal church in Maine, and Edwards A. Park, the eminent Professor of Christian Theology at Andover.

A few months before graduating, he had become associated with the late Mr. G. A. Dewitt, in the management of what was then the

leading school in Providence, which had been established by that gentleman. He continued in this association with Mr. Dewitt, for nearly two years, when he commenced the "Young Ladies' High School," first as a department of the school with which he had before been connected, and afterwards as a separate and independent institution. It was commenced at the outset, as it has been always continued, purely as a private enterprise, with no patronage and with no guarantees of support, save such as might be found in its own intrinsic merits and claims on the public estimation. But the history of the school, and the exposition of the principles by which it was managed, we leave to be given by its founder himself in the address which he delivered to his assembled pupils on the occasion to which we have referred, while we briefly sketch the other useful services with which his life has been filled.

Though he had embarked thus early after leaving college, in an enterprise which was destined to depend for its success almost entirely on his own unassisted labors, he was yet not unmindful of the duties which an educated man, whatever may be his calling, owes to the community in which he lives. The interests of general education, and of philanthropy and religion, early enlisted his active exertions, and we only record what we know to be the general verdict of his fellow citizens in Providence, when we say that few persons in that city, within the past thirty years, have rendered so eminent services to all these high interests of his fellow men. He united himself with the Richmond Street Congregational Church in Providence, and there became a teacher in the Sunday School at a period when such places of instruction were comparatively in their infancy. He also became a member of the Providence Franklin Society—an association for the study of science, especially of the sciences of nature, and was for many years its Secretary, and afterwards the keeper of its cabinet, and its President.

The pupils whom he instructed in his school, belonged, for the most part, to the more affluent and cultivated classes of society, and the fidelity and care which his daily life as an instructor, constantly exemplified, inspired to an unusual degree the confidence of the community. A multitude of those labors of various kinds, which in every considerable town, demand education and skill, executive ability and a knowledge of public opinion, were thus constantly devolved upon him. Many of these, he was, of course, compelled to decline; but there were very many others which he performed with signal advantage to the several interests—whether religious, social, or scientific—to which they pertained. He thus, to a degree that is seldom

reached in the secluded and laborious profession of a teacher, became identified with most of the higher interests and institutions of the city in which his lot was cast.

But in addition to all these comparatively private labors, which have often come to him in large proportion, he has also long been distinguished by his activity and good services in behalf of those wider agencies of beneficence which extend beyond the community in which he lives. In the year 1830, the American Institute of Instruction was established—that well known Association of American Teachers, whose influence has contributed so largely to the elevation and improvement of our national education. Mr. Kingsbury was among its original founders, and has always been one of its most active and efficient officers. From 1830 to 1837 he was a councillor in its Board, from 1837 to 1855, he was one of its Vice-Presidents, and in 1855 was chosen President, and presided at its annual meetings in 1856 and 1857, when he declined a re-election, and again accepted the subordinate post of Vice-President.

In 1845, soon after the reorganization of the public schools of Rhode Island, the Rhode Island Institute of Instruction was formed, for the purpose of elevating the professional character of teachers, and of securing the coöperation of all classes of the community in carrying into effect the system of public instruction which had then just been commenced in that State. Of this Association, Mr. Kingsbury, though at the head of a private school, whose interests were wholly aloof from the system in question, was one of the earliest originators, and held the office of President from 1845 to 1856, a period, during which it accomplished very important results in behalf of the public education of that State. The aim of this Association was to remove prejudices, to diffuse information respecting common schools, and also to secure a general coöperation in their behalf. In promoting these several objects, as well as in raising among the friends of education, the funds which were required for the purpose, the greater part of the labor was always performed by the President. In resigning the office of Commissioner of Public Schools in 1849, Mr. Barnard expressed his obligations for the valuable coöperation he had received from the Institute, and particularly from the gentleman who had presided over it from its first organization: "To the uniform personal kindness of *Mr. Kingsbury*, to his sound, practical judgment in all matters relating to schools and education, to his prompt business habits, to his large spirit, to his punctual attendance, and valuable addresses in every meeting of the Institute which has been held out of the city, and to the pecuniary aid

which his high character and influence in this community has enabled him to extend to the various plans which have been adopted by this department, he desired to bear this public testimony, and to make his grateful acknowledgements, both personal and official."

Nor have his public sympathies been by any means restricted to the interests with which he has always had a professional connection. In November, 1839, having long been connected with the Sunday School of the church to which he was attached, he commenced a Bible class for young men, as a branch of that school. That Bible class he has continued, uninterrupted by the other labors of his life, to the present time,—a period of nearly nineteen years, during which he has taught the lessons of the Bible to about four hundred young men who have been members of the class, and among them have been more than one hundred and fifty students of the University at which he received his education. In this connection, we may also mention that when, in 1851, a portion of the church with which he was connected decided to form a new religious society, and erect a house of worship near their own places of residence, Mr. Kingsbury was placed at the head of the movement, and it was by his personal efforts that the greater part of the subscriptions was obtained, by which that important enterprise was accomplished, and the Central Congregational Church successfully established. A similar service he had already performed in behalf of the Young Men's Bible Society, of which he was for many years the President, and at two different periods, he provided the means and superintended the agency for supplying every destitute family in the State with the Word of God. He has also been, for nearly eight years, a corporate member of the American Board of Commissioners for Foreign Missions, and is at the present time a Trustee of the Butler Hospital for the Insane,—an institution which always makes no inconsiderable demand on the time and services of those who are charged with its management.

In 1844, Mr. Kingsbury was chosen a member of the Board of Trustees of Brown University, and immediately became one of its active managers and guardians. In 1850, when a subscription to the amount of $125,000 was raised for its more complete endowment, he was placed upon the committee to whom the work was intrusted, and it was to his faithful and experienced services that the success of this enterprise was in no small degree to be ascribed. In 1853, he was raised to the Board of Fellows of the University, and at the same time was chosen Secretary of the corporation; and in these offices he still continues to labor for the promotion of the interests of this venerable seat of learning. In token of the estimation in which his pub-

lic services are held at the University, he received from its Fellows, in 1856, the honorary degree of Doctor of Laws.

It has often been said that a professional man is always a debtor to his profession, and the sketch which we have given, shows in what manner the gentleman to whom it relates has acknowledged and paid this debt to his profession. He might have done it by the publication of text-books or by contributions to the science or the learning of the teacher's calling, or by smoothing the professional pathway of others, by the lessons of his own experience and endeavors. He has, however, chosen another mode, and has paid the debt due to his profession by giving to it his most assiduous and life-long devotion; and still more by linking his untiring labors with every beneficent agency and institution in the community to which he belongs. He has in this manner, done his part to exalt the profession of a teacher, and to illustrate its native affinities for whatever is pure and useful and of good report among men.

But the period of thirty years during which he had presided over the school which he founded, was now drawing to a close, and he had long been instructing the daughters of those who were his earlier pupils. It was the period to which he had always designed to restrict his active labors as an instructor, and he took the necessary steps to provide a successor* in the post which he had created, as well as occupied for so many years. No sooner, however, was it known that he was about to liberate himself from the daily toils and cares of his profession, than he was solicited by the friends of education in Rhode Island, to accept the office of Commissioner of Public Instruction, then just made vacant by the resignation of Rev. Robert Allyn. Before he had been able, entirely, to close his labors as a teacher, he received from the governor of the State, a commission for the office in question. Upon the duties of that office he entered in October 1857, bringing to them qualifications, such as a mature experience in the practical details of education, and a large acquaintance with its broadest and most comprehensive interests cannot fail to bestow.

We have thus hastily sketched an outline of the course of professional fidelity and success, and of public service and usefulness, which Mr. Kingsbury has, for thirty years, quietly and unostentatiously pursued in the community with which he has been identified. We now turn from the instructor to the school, and especially to the interesting occasion which closed his connection with it on the morning of the fifth day of February, 1858. The account of the exercises, for the greater part, we have taken from the reports that appeared in the Providence Journal.

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* Mr. Amos Perry.

REUNION OF THE YOUNG LADIES' HIGH SCHOOL, FEBRUARY 5TH, 1858.

It was to celebrate this retirement of Mr. Kingsbury from the charge of the school, that the ladies' both matrons and maidens—who had been his pupils, assembled on that day, with their friends, in the Chapel of the University.

The occasion, though private in its nature, brought together a considerable company of the leading citizens of Providence, among whom we may mention the Governor of the State, the Mayor of the City, the President and several of the Professors of the University, and several clergymen of different denominations. President Wayland occupied the chair, and Rev. Dr. Swain commenced the exercises with a prayer, after which the following lines, written by a recent member of the school, were sung by the assembly to the tune of Old Hundred:

"A grateful band we come to-day,
Within these sacred walls to pay
A parting tribute to our guide,
Who led our steps to wisdom's tide.

Here are the friends we loved of yore,
With whom we studied earthly lore;
Who trod with us the paths of truth,
In those light hearted days of youth.

Gone from us now those sunny hours,
Vanished like dew drops from the flowers;
Passed like the mist from off the hill,
Yet memory fond recalls them still.

Within a generation's span,
The union ends which then began;
Above, in heaven, oh, may there be,
A union for eternity."

Dr. Wayland then arose, and after a brief explanation of the origin and import of the scene before him, made in substance the following address:

This occasion sufficiently explains itself, yet I cannot refrain from offering a few additional words by way of personal testimony. To me this gathering possesses a peculiar interest, for I have known this institution from its commencement, and have observed its progress to the present hour. It arose, as the sun frequently arises on the morning of a most brilliant day, amidst clouds and mist. The greater part of our citizens at that time looked at the attempt as very public spirited, but very chimerical. Our population was but about one-third of its present number. It was seen that such schools as we needed could be sustained in Boston, New York and Philadelphia, but very few believed that we could sustain one in Providence. Mr. Kingsbury thought differently. He knew us better than we knew ourselves. He commenced his school in the full belief that any thing which deserves success, is as sure to succeed in

Providence as anywhere in New England. The result justified his anticipations. His school was immediately filled, and for thirty years without any solicitation, without even an advertisement, it has always been full to overflowing. At many times the applicants waiting for admission were numerous enough to have established another such school. And this much has been achieved without pandering, for a moment, to the ephemeral fancies of the day, without an effort to please men or women, mothers or daughters, except by the faithful, able and impartial discharge of every duty. Mr. Kingsbury determined to have a ladies' school which should be an honor to Providence, or he would have none at all. He has realized his idea, and the results are spread before the world. There is hardly a family amongst us, which, in some of its branches, does not acknowledge with gratitude the benefit of his instructions and personal influence. You can hardly collect a company of intelligent young ladies in any part of this city, without finding that a large portion of them, I was going to say the most intelligent portion of them, were the pupils of this school. But its influence has not ended here. From almost every portion of our country, young ladies have resorted hither for instruction, and of those who were to the manor born, a large number have been allured away from us to become stars of the first magnitude in almost every city in the land. The mother of the Gracchi pointed to her sons as her jewels; but I know no man among us who is so rich in this sort of jewelry as Mr. Kingsbury. Five hundred of his pupils look upon him with gratitude and veneration, and at this very moment are returning thanks to the man whose whole life has been so successfully devoted to labors for their intellectual and moral improvement.

But I may not stop here. Though you, ladies, have had so much, you have not had all of John Kingsbury. While he has thus labored for you, there has hardly been a benevolent effort undertaken in this city, which has not felt the benefit of his wise and disinterested efficiency. Whether a university was to be endowed, or a church to be established, or an association to be lifted out of difficulties, or a society of young men to be aided and directed in their labors to promote the cause of Christ, John Kingsbury was the man to do it; and now before you had fairly let him go, the State has seized upon him, to carry forward the cause of education, and raise the schools of Rhode Island to a point of eminence not yet attained by any similar institutions in our land. *Nihil tetigit quod non ornavit—quod non ædificavit.* Such has been and is your honored instructor, and we come here to unite with you to-day to testify to the appreciation in which he is held by all good men in the city of Providence.

Mr. Kingsbury, being called upon by President Wayland, to give an account of the school, then narrated its history, and stated the principles on which it had been conducted, in the following interesting address:

The task which I now assume, in giving the history of a school that has rested entirely on a single individual, and that individual myself, is one of extreme difficulty. The "quorum pars magna fui," must be too prominent not to expose me to censure. Yet relying on your kindness,

I know of no other way but to proceed and use that little, but offensive word, which may subject me to the charge of egotism.

Just thirty-two years ago, I was sitting one evening in yonder college building, preparing for a morning recitation. A rap at the door, was followed by the entrance of a gentleman then well known in this community, and still held in grateful remembrance by all who know how much he did to give a healthful impulse to the cause of popular education in this city. That gentleman was the late Mr. G. A. Dewitt. He came to propose that I should become an associate principal with him in the instruction of the Providence High School—an institution which he had organized and which shared largely in the esteem of the public. The proposition was accepted; and on the first day of April 1826, just five months before I was graduated at Brown University, I entered upon the duties of this engagement. In this school, which was conducted on the monitorial system and which became very large, I remained nearly two years. During this period numerous intimations were made to me that a smaller and more select school for young ladies, was very much needed. Propositions were made to me to commence such an one. But as a separate school could not be established, without injuring the gentleman with whom I was associated, it was decided to make a separate department in the High School exclusively for young ladies, and hence the name "Young Ladies' High School." This name, it should be remembered, was not then used to designate the highest grade of Public Schools. Such was the origin of the school, whose thirtieth anniversary we celebrate to-day.

In the circular which was printed to announce the opening of this department of the High School—the only advertisement of any kind ever sent forth to secure public attention—the following language was used to express the leading idea: "Our object in the establishment of this department, is, to afford young ladies such facilities for education, that they will be under less necessity of spending abroad the most important period of their lives; a period in which a mother's judicious care is so necessary to the formation of character. In this undertaking, we look for support only among those, who wish their daughters to acquire a thorough education. No attempt will be made to gain the approbation of such as would prefer showy and superficial accomplishments, to a well regulated mind."

It is hardly necessary to add that the enterprise was regarded as somewhat chimerical, and that many were ready to predict that it would end in failure. How well it has succeeded, it is not for me to say. It is quite certain, that whatever measure of success may seem to others to have been secured, my own expectations and hopes have never been realized. No one knows so well as myself, what have been the defects of the school. Indeed every successive day has caused them to be more clearly revealed to me. Yet in justice to myself, I may say that I have struggled constantly to remedy these deficiencies; and so far as they have remained to this hour, it has been owing rather to the want of ability on my part, than to the want of an intense desire to remove them. I am happy to believe that it is the just appreciation of this desire and effort to make a

good school, which has resulted in the continued favor of this community to the present time.

The number of scholars was at first limited to thirty-six; but the accommodations allowing it, the number was soon increased to forty. Three more were added after the erection of the present building, and forty-three has been the fixed number ever since. No pressure of circumstances has ever induced me to add a single one beyond the prescribed number, except when by some mistake or misapprehension a member of the school was upon the point of being excluded. In such a case, the individual has been received as a supernumerary and gratuitous scholar. At the end of six months, the complement of scholars was full. Since this period, there has always been a list of applications in advance of the full number, varying from twenty to sixty. When I decided to bring my connection with the school to a close, there were *thirty-two* names on this list. The admissions for the whole period have been *five hundred and fifty-seven.* Eighty of these have died, of whom forty were married. Two hundred and eighty-two have been married; consequently two hundred and seventy-five remain single. It should be added, however, to prevent mistake, that a large part of these have scarcely yet reached a mature age. Eighty-one of the whole number have been named Mary, sixty-one Sarah or Sally, and fifty-one Elizabeth or Eliza.

For the last ten years I have been instructing the second generation. No circumstance is more grateful to me than the fact that almost every individual of this class, old enough and sufficiently near to attend school, has become or has sought to become a member of the school. By no persons has there been more regret expressed at my withdrawal from the office of instructor, than by my former scholars who wish to commit their daughters to my care.

To those who are familiar with public sentiment in regard to education now, but who know—except as a matter of history—little of the change which has taken place during the last thirty years, the establishment and successful operation of a school like this, may seem a very small affair. Could we, however, place them at the beginning of this series of years and with them trace all the circumstances adverse to success, it would be much easier to make that impression which is so necessary to a perfect understanding of the subject. Allow me to give two or three illustrations for this purpose. At that period the range of studies in female education was very limited in comparison with that of the present. In addition to the elementary branches, a little of History, a smattering of French, and a few lessons in painting or embroidery, were thought to be sufficient for the education of girls. The study of the Latin Language, of Algebra, of Geometry, and of the higher English branches, was introduced into few schools out of the city of Boston, and it was thought visionary to attempt the study of them here. In fact it was hardly possible to escape ridicule in making the experiment. Even the boys in the street were sometimes heard to say in derision, "there goes the man who is teaching the girls to learn Latin." I need not say how great a change

has taken place in this respect. What was then thought to be extravagant and visionary is now a very common-place matter, and an approved and established fact.

The subject of vacations will furnish another illustration. Thirty years ago, the public schools were allowed the Friday after each quarterly examination. Thus the enormous amount of just four days in the year, in addition to the Fourth of July and Thanksgiving, was allowed for vacation. Private schools generally had no vacation at all. Such was the state of public opinion that in the organization of this school, it was not deemed politic to take more than four weeks vacation at first, and this was thought by some persons to be an unwarrantable liberty. The same public opinion will not now be satisfied with less than eight weeks vacation even in public schools.

The terms for tuition in private schools will furnish still another illustration. Thirty years ago the price of tuition in the highest classical school in this city, was five dollars a quarter. I had the temerity to charge twelve and a half dollars for the same time, or fifty dollars a year; and what is most marvellous, teachers were the most offended at the innovation. They did not perceive that if the experiment proved successful, it would be a benefit to them; and if unsuccessful it could do them no harm. Accordingly the teacher who felt himself most aggrieved by the extravagant price of tuition, could at the end of two years have as many scholars at ten dollars a quarter as he had previously taught at half that sum; and thus was so much injured that his income was doubled. I have never tried to avoid injuring teachers in this way.

It may be proper here to speak of the school-room and furniture. At the outset, it was deemed important to arrange and furnish the school-room in such a manner that the transition from well furnished homes to the place of study, should not present the wretched contrast which had been too common previous to that period. Frequently, a room set aside as unfit even for trade or for mechanical purposes, was selected and fitted up in the cheapest manner, as the place where the daughters of our richest and most respectable people were to be instructed. Therefore, in order to avoid this mistake, a building, which stood where the present one now stands, and which had been used as a school-room by the venerable Oliver Angell of this city, was procured, and entirely refitted for the purpose. The old desks and seats were removed, the walls were neatly papered, the whole floor was carpeted—a luxury until then unknown in this country so far as I have been able to learn—and the room was furnished with desks covered with broadcloth, and with chairs instead of stiff backed seats. Some very excellent people lifted up their hands in astonishment, and said that it was a pity to have so much money wasted! That this furniture would need to be renewed so often that the expense could not be sustained! The novelty of such a school-room attracted many visitors, not only from this city but from abroad. One gentleman from Kentucky, being in Hartford, came here solely to see it; and it was not till the example was followed in many places, and when even our public schools

had undergone a great change in this respect, that this room ceased to be an object of attraction.

The old room, however, was low studded and badly ventilated. Therefore, at the end of twenty years, and in accordance with the increased knowledge of physiology and school architecture, the old building gave place to the present structure; which for beauty, convenience, comfort and health, is supassed by few, if any, in the country. So great was the regard for the old building on the part of some of the earlier members of the school, that it was, out of deference to that regard, taken down and much of it burned, lest, if it should be removed, it might be occupied as a residence by some degraded specimens of humanity. As beautiful as the new room is, I have been told by some of the earlier scholars, that the effect on their minds is not so great as that which was produced by their first entrance into the old one. The present room, though a great improvement on the former one, is by no means so far in advance of the times as was the old. Indeed it would have been a needless extravagance to have made it so. And here it may be proper to say that the desks and chairs, which were thought to be an expenditure so extravagant and wasteful at the organization of the school, are still standing in the new building. After having been used thirty years, they are so good, that with proper care they may last many years longer.

A punctual and regular attendance at school, I have deemed a very important element of success. As one of the means of accomplishing this end, a record of every minute's lateness and absence has been kept from the beginning; and from this record it would be easy to shew every individual the exact amount of her deficiency. But as the reading of this, would really " tell tales out of school," it shall be omitted on this occasion. Let me rather add that a very large number have manifested a praiseworthy zeal to keep their names free from any demerits. Sometimes this may have been carried too far; but probably the number who deserve any blame for their zeal in securing a perfect attendance, is very small. A large number have attended an entire year without a single mark for deficiency. And this may be considered quite an effort, when it is said that all who were not in their seats, though they may have been within the door or half-way from the door to their seats, have been marked, at least one minute late. Several have attended two entire years—one three years and one quarter, and another four years, without a single mark of deficiency. This last individual was not late during the whole of a course of nearly six years; nor absent during this period, with two exceptions—the one of five days, in her fifth school year, on account of the death of friends—the other, of ten days, near the close of her school, on account of her own sickness, by measles.

This young lady is one of the second generation, and the case is especially commended to the consideration of those who are inclined to suppose that all virtue and true worth belong to past generations. Since the commencement of the school, I have lost, at three different times, eleven weeks, and have been late one minute. But as I was within the

door when the clock finished striking, and as it has been the custom to remit the demerit for one minute's lateness, if that has been the only mark against a scholar, I, therefore, take this, the only occasion which will be presented to me, to ask for the removal of this one demerit. I will promise never to repeat the offense under similar circumstances. Shall it not be done?

The question has often been asked why, for many years, there have been no examinations or exhibitions in this school. This question may demand an answer. At the end of the first six months of its existence, there was a brief examination and exhibition, which was limited to half a day. At the end of two years, a still more general and public one took place, in a hall which was capable of holding three hundred persons. The hall was filled to its utmost capacity. Afterwards, at intervals of two or three years, three classes of five members in each, were, at the time of leaving school, subjected to a critical examination for two or three days, before committees of intelligent gentlemen, who were specially invited to be present for this purpose, and who availed themselves of the opportunity given them, to take an active part in the examination. Testimonials expressing the results of these examinations were given by these several committees. That which was presented after the examination of the first of these classes, is in the hand-writing of the distinguished gentleman who presides on this occasion, and I will ask Professor Lincoln to read it.

PROVIDENCE, *Dec.* 8th, 1831.

MR. JOHN KINGSBURY:—

Sir:—The undersigned, who have, for the last three days, attended the examination of the young ladies who have completed the course of study pursued under your instruction in the Young Ladies' High School, would do injustice to the young ladies, and to yourself, as well as to themselves, if they did not communicate to you the impression which they have received from the exercises which it was their pleasure to witness.

The class was examined in Arithmetic, Algebra, as far as affected quadratic equations, Plane Geometry, Natural Philosophy, Chemistry, the Philosophy of Natural History, General History, the History of the United States, Logic, the Philosophy of Rhetoric, Virgil's Æneid, Cicero's Orations, and English Composition. We were informed that they had pursued also the study of Blair's Rhetoric, Intellectual Philosophy, Watts on the Mind, Botany, Political Economy, Moral Philosophy, and Natural Theology. In these latter departments of science the time allotted for these exercises did not allow of our witnessing their proficiency.

The examination was conducted, on your part, with the manifest desire of presenting to the committee a full and candid exhibition, both of the acquisitions of your pupils, and also of the modes of instruction under which those acquisitions had been made. It was your wish that we should test their knowledge by any questions which we might wish to propose. Having frequently availed ourselves of this privilege, we feel a confidence in our opinions which could not otherwise have been attained.

It is with great pleasure, that, under these circumstances, we are enabled to state that the young ladies evinced a thorough, free, and familiar acquaintance with every branch of science in which they were examined. It was also evident that they had so acquired knowledge as to expand and invigorate every power of the mind, thus accomplishing the highest object of education. And we particularly remarked that the thrilling desire to excel, by which they were animated, seemed unalloyed with the least appearance of rivalry; and that the confidence in the certainty of their knowledge which their attainments justly conferred, was

everywhere blended with that refined delicacy of character which forms the highest ornament of the female sex.

In presenting you with this wholly unsolicited testimonial, we assure you that your success fully realizes our most sanguine expectations, and that we know of no situation whatever, in which our daughters could be placed under better advantages for moral and intellectual cultivation, than are enjoyed in your institution.

Allow us to add that we believe you would render a valuable service to the cause of female education, by furnishing the public with an account of the mode of instruction which you have pursued with such signal success.

We are, Dear Sir, with sentiments of great respect, your obedient servants,

F. WAYLAND, WM. T. GRINNELL,
Z. ALLEN, THOS. T. WATERMAN,
HENRY EDES, R. ELTON.

After the third and last of these examinations, feeling that the character of the school was sufficiently well known, and that there were many disadvantages attending the more or less public display arising from these occasions, I determined to throw open the school, at all times, to parents and friends of education, and to discontinue all regular public examinations.

Upon no other subject has there been a greater diversity of opinion among teachers, than that of emulation. While there are some minds that will be incited to go forward by the mere love of what is right, it is not so with mankind generally. God, himself, in his gospel, has condescended to appeal to our hopes and fears, as well as to our love; and I have not hesitated to suppose that we, hereby, may learn a useful lesson in adapting our instructions to the minds of the young. Though I have ever endeavored to place before them the highest motive, regard to the will of God, I have not hesitated, from the first to the last, to award, not prizes, but testimonials for excellence in every department of the school. These have been varied. Sometimes they have been graded lists of names posted up in the school-room, giving the relative rank of each scholar. At other times, they have been gold and silver medals, or books, or a simple vignette of the interior of the school-room. These have been the most effective for the longest period of time. I know that I can appeal to my beloved pupils now present, to bear me out in saying, that the desire to excel, however strong, has seldom, if ever, had a tendency to produce the ill will of one towards another, or to mar the sense of justice. There has never been a time when the judgment of the school in reference to true excellence in any particular individual has not been correct. The aggregate judgment has always been right.

It may be thought that the topic of government is too delicate for discussion on the present occasion; and yet in its bearing on education, it is second to none. There is no other, in which, after all my endeavors, I have come so far short of my ideal. It has been my aim to have the government as strictly parental as possible, and so to govern that the school might think that they were doing it all themselves.

I have endeavored to govern as little as the case would allow; yet regarding an ungoverned school as necessarily a bad one, I have been compelled, sometimes, to pursue such a course as has seemed to some unnecessarily rigid. In this respect, however, I am willing to appeal from the school girl to the woman. It gives me great pleasure to know that many

have already changed their opinions, and learned to approve what, in their school days, they were inclined to condemn. There cannot be a clearer deduction from the teachings of the past, than that no school can exist any great length of time, without requiring some things which will be distasteful to the young, and which will clash with the current sentiments of much of what is called good society. For though the tendency of such society is towards the largest liberty, yet this same society will not long tolerate a school which is conducted on this principle.

But the time is passing, and I must not extend my remarks. Were I to sum up, in few words, the characteristics of the school, or rather what I have aimed to make these characteristics, a part of them would be the following:

1. To have the moral sentiment of the school always right.

2. To have the scholars feel that no excellence in intellectual attainments can atone for defects in moral character.

3. To form exact habits, not only in study, but in every thing.

4. To have all the arrangements of the school such as are adapted to educate woman.

5. To educate the whole number well, rather than to elevate a few to distinction.

6. To train them to happiness and usefulness by a harmonious cultivation of all the powers of the mind, rather than to render them remarkable for genius or intellect.

7. To make them intelligent and efficient without being prone to ostentation or pretension.

8. To make them feel that common sense is more valuable than literary or scientific culture.

9. To make elementary studies prominent throughout the whole course; so that spelling—old-fashioned spelling—and the higher ancient classics have sometimes been contemporaneous studies.

There are those who regard the school as a successful one. If it has been such as to justify this impression, some of the elements of that success, in addition to those already given, are the following; all of them having reference to myself.

1. Unremitting labor from the beginning to the present time.

2. Never being so satisfied with past or present success as to indulge a tendency to inactivity.

3. Beginning every term with the same strong desire to make some additional improvement, as I at first felt for success itself.

4. Adopting every real improvement in education, whether it was demanded by public sentiment or not.

5. Rejecting every thing which did not approve itself to my judgment after examination and trial, though it might be demanded by public sentiment.

6. Never allowing the public to become better acquainted than myself with educational interests, especially such as related to the education of young ladies.

7. Daily seeking the special aid of Heavenly wisdom and guidance.

And now at the end of thirty years, I find myself but imperfectly satisfied with the result. Yet, as I look upon the long line of those, who have been members of the school, as I behold them adorning the stations of life allotted them by Divine Providence—whether or not I have been instrumental in any degree in preparing them for these stations—I am not unwilling to challenge the world to present a more intelligent, a more efficient, a wiser or a nobler band of women.

It has been well said, that though men die, institutions live. Though I leave the Young Ladies' High School to-day, the institution lives. May he who will assume the charge of it, meet with the same favor from this community, that I have received, and may the results which he shall produce, be far more satisfactory both to himself and others, than those which have attended my labors.

At the close of these remarks by Mr. Kingsbury, the following contributions from those who had been members of the school, were read to the audience by Professors Lincoln and Dunn, whose services in this respect, added much to the interest of the occasion. * * *

EDUCATIONAL LABORS OF LOWELL MASON.

Lowell Mason, who is identified with the advancement of musical education in this country, was born in Medfield, Mass., January 8th, 1792. He early manifested a great love for music, and sung, and played on various instruments, almost instinctively. In early youth, he commenced teaching; for which, also, he manifested a strong inclination.

At the age of twenty, he removed from Massachusetts to Savannah, Georgia, where, although engaged in other occupations, the teaching of music, and the conducting of choirs and musical associations, both vocal and instrumental, were leading objects of his attention. During his residence in Savannah, he became deeply interested in Sabbath School teaching, and was, for many years, the superintendent of a large school,—the only one at that time, in the city; and in which all the different Christian denominations united. It was while engaged in this school, that he formed those habits of intercourse with children, which afterward proved so valuable, when teaching became the daily occupation of his life, in the wide sphere of musical instruction in our public schools.

In 1821, the Boston Handel and Haydn Collection of Church Music, of which Dr. Mason was the sole editor, was first published; and, a few years afterward, several gentlemen of Boston, who had been, for some time, engaged in efforts to introduce improvements in church music,—some of whom had become personally acquainted with Dr. Mason, and with the successful results of his musical labors, took measures to obtain his aid and direction in the execution of their plans. Proposals were accordingly made to him to remove to Boston, which were finally accepted; and in the summer of 1827, he took up his residence in that city.

Dr. Mason now commenced the extensive teaching of vocal music in classes, introducing, at once, that feature in musical teaching, which had been but little known before, but which he had successfully pursued in Savannah, the instruction of children; training their voices especially to the performance of the alto part in choral music. These efforts were highly successful: they resulted in the awakening of a

very general interest in musical instruction, and in preparing the way for the formation of the Boston Academy of Music, and for the introduction of music into schools, as an educational study.

Dr. Mason had already established a reputation as a successful teacher, both of vocal and instrumental music, in which he had now been engaged for sixteen or eighteen years, when an event occurred, which not only changed his whole manner of teaching, but which led him to a much wider and more comprehensive view of the subject of musical instruction, than he had before entertained, and to juster conceptions of the whole theory of education, as resting on a rational and philosophical basis. We refer to the fact that he had now become acquainted, for the first time, with the principles of instruction, as developed by Pestalozzi, which, although at first with great reluctance, he at length thoroughly embraced, and has, for nearly thirty years, constantly and faithfully adhered to, and happily and successfully illustrated.

For this clearer light on the subject of education, Dr. Mason was indebted to the enlightened zeal, energy, and perseverance, in all educational improvements, of the late William C. Woodbridge, so extensively known, not only as a geographer but as an educator, whose labors, in both capacities, mark one of the prominent eras of the history of education in the United States. Mr. Woodbridge, while in Germany and Switzerland, where he resided for several years, with the view of becoming acquainted with the best methods of instruction, although like Pestalozzi, he had given little personal attention to the subject of music, became, from his own observation of its excellent influence on the pupils of Pestalozzian schools in general, and especially in the institution of Fellenberg, at Hofwyl, thoroughly convinced of its importance as a school exercise and an educational influence. He accordingly procured all the information in his power respecting it, and obtained the most approved text-books of school or class voice-exercises and songs, as well as of elementary treatises on musical instruction. Among these were the admirable songs of Nägeli, and the treatise by M. T. Pfeiffer and H. G. Nägeli, published at Leipzig, 1810, entitled "*Gesangbildungslehre nach Pestalozzischen Grundsätzen.*" These books by Nägeli and others, which had been prepared with particular reference to the legitimate influence of song in moral culture and the training of the affections, Mr. Woodbridge not only placed in the hands of Dr. Mason, but was at the trouble, himself, to translate them, in part, and to furnish such explanations and directions as he had received personally from Pfeiffer, Nägeli, Krüsi, Fellenberg, Kübler, Gersbach, and others.

To those who know, from their own experience, how difficult it is

for one who has, for many years, been successful as a teacher, and has, therefore, great confidence in some method of his own, to substitute for it that of another, to those who have observed the slow progress which has been made in the true art and science of teaching, notwithstanding the greatly increased attention which has been given to the subject of education, for the last quarter of a century,—to those who know that, even at this day, the principles of Colburn's Arithmetic, which were derived from Pestalozzi, are still rejected by many teachers, it will not seem surprising that it was, at first, no easy thing to convince Dr. Mason that the new method was preferable to that of foregoing rules, signs, tables, and definitions, to be committed to memory from a printed tabular or book form, to which he had been so long accustomed, and in the use of which he had attained to such success. But the efforts of Mr. Woodbridge were untiring: they were persevered in with such a constancy, zeal, and good humor, that, at last, Dr. Mason consented to a proposed experiment of teaching a class, after the Pestalozzian manner, provided one could be found for the special purpose. Mr. Woodbridge and others who had become interested in the subject, succeeded in the formation of a large class, of about two hundred ladies and gentlemen, with the express view of bringing the new method to the test of experience. The lessons were carefully prepared, at first, with the assistance of Mr. Woodbridge, and were given by Dr. Mason, with a success vastly greater than had ever before attended any of his efforts. He was fully convinced of the practicability and the fitness of the new method, as a mode of instruction appealing to reason and common sense, not less than to theory and truth, on educational principles. The same mode of teaching he soon began to apply to juvenile classes, and with success corresponding to that in the adult class referred to above.

In 1830, a lecture was given by Mr. Woodbridge, before the American Institute of Instruction, on "Vocal Music as a branch of Education," in the State House in Boston. Illustrations were given by a class of Dr. Mason's pupils. A wider and more important field of instruction was now opened, than had before been contemplated. Dr. Mason's juvenile classes,—which had already been taught gratuitously, for several years; he furnishing not only the tuition but also the room, fuel, and all needful school apparatus,—now rapidly increased in numbers, to such extent that thousands of children, of both sexes, received more or less instruction in singing, and in the knowledge of music. These classes were taught on the afternoons of Wednesdays and Saturdays, so as to enable the children of the public schools to attend: two or three classes, sometimes numbering

altogether, from one to five hundred children, were accustomed to meet at successive hours on the same day. The first juvenile concerts followed. These were given by choirs of children, so numerous as to fill the galleries of the Bowdoin street church.

Dr. Mason was now joined in these labors by Mr. George James Webb; and here it is proper to observe that the whole amount received, as the proceeds of all the juvenile concerts, was given to some charity; neither of the instructors receiving any pecuniary compensation whatever for their labors, until after the formation of the Boston Academy of Music, which, in part, at least grew out of these efforts.

The subject of music in schools was now taken up in good earnest, by some of the best educators and teachers of Boston; and instruction in singing was introduced, almost simultaneously, into the Mount Vernon School, (female,) under the Rev. Jacob Abbott, the Chauncy-Hall School, (male,) under Mr. G. F. Thayer, and the Monitorial School, (female,) under Mr. George W. Fowle.

It would not be consistent with our present purpose to follow the progress and wider diffusion of musical instruction and its genial influences, either on the character of education, or on the improving and extending taste for music in the community at large. We can merely glance at the auspicious establishment of the Boston Academy of Music, and the subsequent introduction of music, as a regular branch of instruction, in the public schools of Boston, whence it rapidly extended throughout New England and the Union.

Under the patronage of the Boston Academy of Music, and under the immediate direction of Messrs. Mason and Webb, various measures were taken for the improvement of musical education, by the formation of permanent classes, the association of church choirs, the establishment of lectures, the periodical appointment of concerts, schools for instrumental music, and the yet more extensive introduction of vocal music in public and private schools.

We must not omit, in this connection, to state the fact that one of the very first regular Teachers' Institutes ever held in our country, was that held in Boston, in August, 1834, by the Academy, for "instruction in the methods of teaching music." In this class, which was annually continued up to the year 1852, the Pestalozzian method of teaching vocal music in classes, was regularly explained and illustrated. Similar classes for teachers were soon established in various places; and it is, perhaps, owing to this fact that Pestalozzian teaching came to be very extensively, though erroneously, regarded as merely a method of *musical* instruction, rather than one of universal application to all branches of study, in all stages of their progress.

In 1837, Dr. Mason visited Europe, for the principal purpose of making himself personally acquainted with the best systems of teaching music in actual use abroad. In Paris, he found Wilhelm's method in use, and popular as taught in the schools of its author; but this being based entirely on those principles which Dr. Mason had, some years before, reluctantly been compelled by his convictions to abandon, and being merely a carefully prepared course of *mechanical* training, could lay no claim to his attention. In Wurtemberg and the northern parts of Switzerland, he became acquainted with Kübler, Gersbach, Fellenberg, and others;—Pestalozzi and Nägeli were no more. The three first named pursued, to greater or less extent, the inductive method; and, from the observation of their modes of teaching, and from personal communication with them, he became more familiar with its practical application to music and to school studies generally.

On his return from Europe, Dr. Mason had ample opportunities for carrying out the principles of inductive teaching, in extensive application to the instruction of his numerous classes; and his methods may not unjustly be mentioned as more rigorously exact and philosophically just than even those adopted in the schools abroad in which they were originally introduced. Pestalozzi himself, though fully convinced of the value of music, as a means of intellectual and moral training, was as little systematic in the practical and executive part of teaching as in other branches, and attempted nothing beyond a rudimental outline, suggestive rather than methodical, and designed to be carried out by others possessed of a more patient spirit of application, or of greater tact and skill. The suggestive views of Pestalozzi, Dr. Mason has carried further, perhaps, than any other teacher has ever done; and, through his exertions, the soundness and practicability of these views, not less than their theoretic truth, have been brought to the thorough test of daily experience in his teaching, which was gratuitously conducted, as an experiment, for one entire year, in one of the public schools of Boston, previous to its general introduction, under his personal direction, in these schools, and in the classes of the Academy. Another sphere of extensive experience of the benefits resulting from Dr. Mason's application of Pestalozzian principles to the processes of instruction, has been that of the Massachusetts Teachers' Institutes, which he has attended, as lecturer and instructor in music, from the commencement, under the direction of the Hon. Horace Mann, the first Secretary of the Massachusetts Board of Education, through the secretaryship, also, of the Rev. Dr. Sears, and, thus far, that of the present Secretary, the Hon. George S.

Boutwell. In this form of teaching, Dr. Mason peculiarly excels. His long continued experience as a practical teacher, his rare tact in developing the vital principles of instruction in the simplest and happiest manner, his endless variety of illustrations, his indefatigable perseverance in tracking and exposing errors in thought or in theory, his genial and humane humor, his playful sallies of wit, his kindly sympathy with youth and childhood, his gentle yet impressive monitory hints, and occasional grave reflections, give him an indescribable power over his audience; while the perfect simplicity and strictly elementary character of his instructions evince the depths to which he has penetrated, in tracing the profoundest philosophy of teaching. Nor is his success limited to the single department which, in the sessions of the institutes, falls nominally under his special care. His wide and comprehensive views embrace the whole field of education, and all its prominent subjects. The remark was justly made by the Hon. Horace Mann, that it was well worth any young teacher's while to walk ten miles to hear a lecture of Dr. Mason; for in it he would hear a most instructive exposition of the true principles of all teaching, as well as that of instruction in music.

In 1855, the University of New York recognized the value of Dr. Mason's labors in his more immediate professional sphere, by conferring on him the honorary degree of Doctor in Music;—the first instance of such a degree being conferred by an American university; and Dr. Mason being the first American who ever received such an honor from any quarter.

Dr. Mason owes his high reputation at home and abroad to the fact that he has pursued his long and arduous career as a teacher, not merely with an unparalled success, which has justly raised him to eminence, but on broad and generous principles elevated far above all barely technical or mechanical skill, displayed in mere flexibility of voice or dexterity of finger. It is as an enlightened educator, who distinctly perceives and eloquently pleads for the value and the power of music, as an influence on human culture, that he stands prominently before his country as one of its noble benefactors. And most assuredly he has already reaped a large share of that reward of grateful feeling which future generations will yet more fully express, as the children in our common schools, and the worshipers in our churches, continue to repeat the strains of chaste melody and skillful harmony for which our whole community stands so deeply indebted to the labors of his daily life.

The services which he has rendered to the cause of education, in his instructive methods of developing the elements of all

culture, as well as of music, are deeply appreciated by the multitude of young teachers who have enjoyed the privilege of listening to his skillful expositions of theory and practice, in all their relations to the daily duties of the teacher's life. The method which he has pursued for the last twenty-five years has been of signal service in drawing out, to a degree unknown before, the proper distinction existing in the generic vocal principle of speech and song, and the relation which the two-fold form sustains to itself, in its component elements. He has been peculiarly successful in inculcating the beauty of a finished articulation in song, and that of true expression in the tones of emotion. While occupied with the claims of *sound*, however, he has always recognized those of *number* and *form*, as correlatives in the processes of culture. He has never pleaded the cause of music exclusively, but always set it forth in its happy influence on all other departments of mental discipline and development.

Dr. Mason's influence, through his published works, not less than his personal instructions, has been in the highest degree conducive to the cultivation of *purity of taste*, as an important element not only in the æsthetic relations of musical art, but in all those of high, moral culture and true elevation of character. The judgment and care with which, in this relation, his selections of school songs have been compiled, are beyond praise. He has furnished, in those unpretending little volumes, a treasury of the best simple melodies of many lands, as these have been presented by eminent masters who have condescended, (or rather risen,) to meet the heart of childhood in its thirst for song; and these beautiful strains of music he has accompanied with words which speak of nature, of life, and of God, in the purest forms of sentiment. To feel the full value of his labors in this department, we have but to glance, for a moment, at the low and degrading character of too many of our popular, and even our school songs. The noble office and mission of music, as an intended refiner and purifier of the heart, Dr. Mason has never overlooked. Well has he said,

"We fear that it is too often the case that music in school is regarded not as having any thing to do with study, but as a mere recreation or amusement. Valuable as it may be, even in this view, we feel certain that, when introduced into schools, music should be made a study, not only in itself considered, but as a correlative to all school pursuits, and occupations. Unless the pupils are made more cheerful, happy, kind, and studious, by the music lesson, it is not properly given; for these are some of the results which music was obviously designed to secure."

Engd by [illegible] Smith from a Dagt by Southworth & Hawes.

Geo. B. Emerson

GEORGE B. EMERSON.

George B. Emerson, the first principal of the first English High School established in this country, and for more than thirty years the head of the best school for girls in Boston, Massachusetts, was born on the 12th of September, 1797, in what is now Kennebunk, York County, Maine, then a part of the town of Wells. His father was Samuel Emerson, M. D., a gentleman who, in the midst of his professional occupations, always took great interest in the schools of the town, and used his influence in sustaining them at a high point of excellence. Dr. Emerson was a good scholar, and retained through life his early fondness for the Latin and English classics, and his familiarity with them. His son, George B. Emerson, attended the schools of the town during the winter half of the year, but in the summer occupied himself busily, but not severely, with the health-giving labors of the farm and the garden. The advantages of such an early life, both mentally and physically, can hardly be overestimated. They were fully enjoyed by young Emerson, who then formed a habit of steady, vigorous labor, and a love of employment, which have never deserted him, and which, added to abilities of a high order, have enabled him to accomplish so much for the good of society. These early habits also inspired him with a love for botany and other branches of natural history, which has been of immense benefit to him as a teacher, a source of perpetual interest and exalting pleasure, and of healthy recreation. In 1812, he enjoyed, for six months, the instruction of Benjamin Allen, L. L. D., the able master of Dummer Academy, at Byfield, where he learned the elements of the Latin and Greek grammars very thoroughly. His remaining preparation for college was made at home, under the care of his father, and he entered Harvard University in 1813. In 1817, he took the degree of Bachelor of Arts.

The winter vacation at Cambridge, in those days, was seven weeks long. It is now six, and it was the usage then, as now, for young men, who desired to add something to their means of meeting college charges, to teach winter schools in the country, taking four or five weeks out of the term, and so lengthening the period of their absence to ten or twelve weeks. Mr. Emerson began the great task of his life by teaching, in the winter of 1813–14, a school in one of the districts

of his native town. During a part of the vacation of the following winter, he taught, as a substitute for another, a school in Saco, Maine. The members of this school were mostly the children of people employed in the saw-mills, on Saco river, at that time a rude, intemperate, and violent class of men. Mr. Emerson had an opportunity of seeing here the worst form of school-keeping; a form which, happily, can hardly be said to exist at the present day. It was considered manly to resist the lawful authority of the teacher, as this savage feeling was encouraged and applauded by the degraded parents. The previous winter, the master of the school had been seized by the larger boys—in those days appropriately designated the *Old Boys*—was dragged from the school-house, and made to ride upon a rail; the favorite mode, in that region and at that time, of celebrating a victory of insurgent pupils over their teacher. Mr. Emerson was then a tall, slender youth of seventeen; but he did not hesitate to run the hazards of accepting the office of master, and endeavoring to govern this unruly body of youths, many of whom were older than himself, and, like all such desperados, large, strongly built, and of powerful muscular development. The means to which he trusted for gaining the mastery over these rude and untaught spirits, were disinterestedness and purity of purpose, and that moral courage which, in the long run, always carries the day over brute force. Nor did he miscalculate the efficacy of these principles of school government. His influence over the school strengthened every day, but the labors and trials of his position were exhausting and severe—quite too much so for his age and physical powers. He was relieved, however, from them, before the school period terminated, by the accidental burning down of the ruinous building in which the school was kept.

The next winter, Mr. Emerson's health had suffered so much by overtasking his energies, and neglecting the laws of health—which few students in those days knew any thing about, and which were not taught in any department of the university—that he was unable to teach. He had passed many months without a reasonable amount of sleep, exercise, air, and recreation; and nature never permits her sacred laws to be disobeyed with impunity. He was paying the penalty which she invariably exacts.

In the winter of 1816–17, Mr. Emerson taught a school, for ten weeks, at Bolton, Mass. The moral tone and intellectual character of the people of this pleasant town were unusually high. This superiority was due, in no small measure, to the influence of the excellent Mr. Allen, for many years the minister of the town. Mr. Allen was one of the most honest and conscientious men that ever lived.

He was clear-headed and simple-hearted; eminently kind and social in his feelings; hospitable to the stranger, and ever welcome to young and old. He was naturally a humorist, and this natural tendency was, perhaps, increased by the circumstance that he remained unmarried. He was fond of the fields, and prided himself on the excellence of his orchard. The casual visitor at his house was sure of hearty welcome; and a plate of the most tempting apples, with another of the delicious "dough-nuts" of Lucy, the old gentleman's excellent housekeeper, was invariably placed before him. Mr. Allen would have been a favorite of the Spectator. He was thoroughly devoted to his people's highest good, and they repaid him with a warmth of fervent affection, not always witnessed in the relation between parish and minister in these latter days. Among the objects of his constant care, none stood higher than the schools. He always attended the examinations, and took a formal part in putting questions to the scholars; and his kindly countenance and genial manners, on these occasions, were delightful both to master and scholar. He was always on the side of the master who desired to do his duty, and from him the anxious and weary teacher received the kindest and wisest counsel, and the most efficient support. Under these circumstances, it is not surprising that the schools of Bolton were favorable specimens of New England common schools, nor that an unusually large proportion of the men and women educated in them, have proved to be useful and prominent members of society.

In the autumn of 1817, after leaving college, Mr. Emerson took charge of a small private academy, in Lancaster, Mass. His constitution, naturally good, and strengthened by the out-door employments of his early life, had been much broken by excessive and untimely study. His eyes were in such a condition that his physician forbade the use of them, except in cases of extreme necessity; and his lungs and nervous system were seriously affected. The labors of the school were exhausting, and the number of the scholars increased rapidly from about twenty to over fifty, many of them being entirely under Mr. Emerson's charge, out of school as well as in. But he was surrounded by kind and intelligent friends; the society of the place was cultivated and cordial; and he received, from all quarters, that sympathy, co-operation, and support that are most cheering to the heart of the faithful teacher. His principles of discipline and government at that time, however, were widely at variance with those which further experience, and a profound insight into the human heart, led him afterward to adopt. He relied upon the strong arm, and the excitement of emulation by prizes, medals, and distinction, all of

which he subsequently rejected and but very seldom resorted to. Many teachers, still, would hesitate to adopt the system to which Mr. Emerson's moral judgment finally gave an unhesitating preference and approval. The question is not yet fully decided; but it may safely be asserted, that if all teachers had the intellectual accomplishments, and the weight of personal influence, which distinguish him pre-eminently, there would be no doubt left that the system which employs only lofty and disinterested motives in the training of the young, would infinitely exalt the style and spirit of education, both public and private.

In 1819, Mr. Emerson was invited to accept the office of tutor in the mathematical department of Harvard University, under the late Professor John Farrar, and he afterward performed, for a short time, the duties of Greek tutor. The leisure of a college tutorship, contrasted with the unintermitted labors of the preceding two years of teaching, seemed to Mr. Emerson like a long and pleasant vacation. He was associated with the ablest men in the literary class of that time. It was in the glorious academic days, when the good Dr. Kirkland had surrounded himself with a brilliant circle of professors. The genial and gracious Farrar lectured with the most attractive eloquence on physics and astronomy; Everett, in the early flush of his manly genius, and his vast learning, expounded the beauties and splendors of Greek literature, and gave rich promise of what he was destined to become; the elegant, accomplished, conscientious Frisbie, who had taught the Latin language and literature, with the enthusiasm of genuine scholarship, now devoted himself with equal ardor to the department of moral philosophy and natural theology; these eminent men, and others scarcely less distinguished, made the academic society, to which Mr. Emerson was now admitted, brilliant, exciting, and instructive in the highest degree. No wonder that his mind received a strong impulse, and that his tastes for elegant letters and a life of devotion to intellectual pursuits were confirmed.

Mr. Emerson now had the opportunity he desired of reviewing the experience of the previous years, and re-examining the principles upon which influence and discipline, in the working of a high system of education, should be grounded; and our young tutor, now only two and twenty years of age, came to the conclusion, that the use of the ferule or the rod in school, except in extreme cases of obstinate resistence to authority, should never be resorted to; that only ignorance, or stupidity, or insensibility, proved the use of such a coarse and degrading method of government habitually necessary; and that the excitement of emulation, though sanctioned by the authority of

Cicero and Quintillian, is contrary to some of the clearest principles of the Gospel, and he resolved should an opportunity occur, in his future career as a teacher, to appeal, in the discipline of a school, to a different and higher set of motives than those which were universally resorted to.

In 1821, the desired opportunity presented itself. The English High School for boys, then called the English Classical School, was established that year by the town of Boston, for the purpose of furnishing a better intellectual preparation for the duties of life to the youth of the town who were not intended for a college course. Of this school, Mr. Emerson was chosen principal, with authority to determine the course and methods of instruction and discipline; and he soon satisfied himself that the sentiment of honor, to which he appealed, was not only in itself a higher motive of conduct, but that it was, just in that proportion, a more effective means of influence with the boys than the fear of punishment. He endeavored to check, so far as he could, the feeling of emulation; believing that it is always strong enough without artificial excitement; and he addressed himself to the conscience and the principle of duty, the desire of making a good preparation for the duties of life, and the pleasure of acquiring knowledge and of exercising the intellectual faculties.

While Mr. Emerson was connected with the High or Classical School, he had the good fortune to assist in bringing to perfection, and producing before the world, the most valuable school-book which has appeared in our age—the Mental Arithmetic of his friend, the late Warren Colburn. Mr. Colburn, as he prepared the book, submitted it daily, lesson by lesson, to the test of practice in a private school for boys, which he was then teaching. He proposed to Mr. Emerson to send him the manuscript as it was written, and that the lessons should be given to the classes in Mr. Emerson's school, the pupils of which were more numerous and advanced than his own. The "*First Lessons*" were thus submitted, lesson by lesson, by another teacher, to the same test which he was himself applying. Very few changes were suggested, beyond a little amplification in some of the sections. The whole admirable work existed complete in the mind of the author. It had grown out of his thoughts, and was perfected by his experiments. But it was a great advantage to Mr. Colburn to have the hearty co-operation and the practical judgment of so able a teacher as Mr. Emerson, and one so earnestly engaged in making improvements in the methods of education; and the first public exhibition of its effect upon the powers of the learner was indeed a grateful triumph to the modest and ingenious author.

In 1823, Mr. Emerson gave up the Classical School, with great reluctance, and opened a strictly private school for girls. The result showed, however, the wisdom of the change. A most interesting and important field of labor was opened, and the excellent influence of this admirable school, in enlarging and elevating the system of female education, has long been felt, and its effects will never cease, in the character of the society of Boston, and the wide extent of the social relations of the capital. Mr. Emerson, while deliberating upon the questions that had been pressed upon him, consulted a dignified and excellent lady, Mrs. Eliot, who had always taken a warm interest in his career. Without hesitation, she advised him to become a teacher of girls, and "to do all in his power to show them how to go there"—pointing up toward Heaven; and this advice, thus strikingly enforced, had great influence in determining Mr. Emerson's course. In the spirit of this christian counsel, Mr. Emerson always addressed his pupils as immortal beings, preparing for life in this world, and a higher life to come, and grounded his authority as a teacher upon the authority of Jesus Christ. His constant aim was, first of all, to fill the heart of the pupils with reverence for the laws of God, whether revealed in the Scriptures or discovered by reason; next, to form habits of *self-control*, punctuality, and order, and to establish a profound sense of accountability to God for the proper use of all the talents with which He had been pleased to endow them. Again, he led them to cultivate the kindly feelings, and those courteous manners, which belong to the character of the high-bred gentlewoman. He aimed to make them good scholars, not so much for the sake of scholarship, strictly so called, as for the effects of literary culture upon the taste, the refinement, and the elevation of the mind and character of woman. As to the subjects taught, it was the earnest purpose of Mr. Emerson to fill the minds of his pupils with that kind of knowledge which should enable them to perform, nobly, all the duties to which a woman may be called—the duties of her social position, the duties that devolve upon her as wife and mother, and which relate to the physical, mental, and spiritual nature of those intrusted to her forming care—not neglecting such studies as should supply her with resources for pure and elevated enjoyment in solitude. Such were the lofty aims and motives with which Mr. Emerson entered upon the great and sacred task which lay before him in his new career. The community is now reaping the rich fruits of his long, conscientious, and most successful devotion to this exalted duty—the great labor of his life. He continued in the work until 1855—a period of more than a quarter of a century, during every year of which

more pupils were offered him, on his own terms, than he could receive.

Besides his direct labors as a teacher, Mr. Emerson's talents have been devoted to other, but kindred objects, with remarkable efficiency. In 1827 the Mechanic's Institution was formed for the purpose of exciting a taste for science, as connected with the mechanic arts, and of elevating the tone of thought and inquiry among the young men in that city. Dr. Nathaniel Bowditch was first president of the society, and Mr. Emerson was first corresponding secretary, and was chosen to give the opening address. No lectures were given during the first year. In the second, Daniel Webster gave the introductory discourse, and Mr. Emerson gave the first course of lectures; six lectures upon elementary mechanics. So great was the favor with which this first attempt to give popular and scientific instruction by means of lectures was received, that no hall could be found large enough to contain the persons who applied for tickets, and the introductory discourse and all the lectures of this winter were repeated to crowded audiences. Mr. Emerson was afterward often invited to deliver these lectures, or others, before the lyceums of the neighboring towns. But he felt that all his time was no more than sufficient to prepare for the instruction to be given in his own school, and he uniformly declined the invitations.

In 1830, the American Institute of Instruction was formed by teachers and friends of education. Mr. Emerson took an active part in its formation and in all its operations, was its first secretary, and afterward, for many years, its president. The meetings of the Institute were held wherever it was thought they would have the best effect, or where the most urgent invitations were given by the inhabitants. At these meetings, the condition of the common schools, as well as of all others, was a constant subject of consideration; and, in 1836, a memorial was presented to the Legislature of Massachusetts, drawn up by Mr. Emerson, as chairman of a committee appointed for that purpose. The object of the memorial was to urge the importance of doing something by legislation for the improvement of the common schools, especially by raising the qualifications of the teachers; but apparently no effect was produced at the moment. It was referred to a committee, but no action was taken upon it. In 1837, another memorial, also written by Mr. Emerson, was presented to the legislature, in which the important measure of creating a superintendent of the common schools was strongly urged, and modes by which such an officer might exercise a beneficial influence were pointed out.

These repeated memorials to the legislature, and other causes then

at work in the commonwealth, fixed the public attention upon the subject, and led to the establishment of the Board of Education, of which the Hon. Horace Mann, then president of the senate, was the first secretary. The influence of the Board, and the efficient labors of Mr. Mann, and of his successors, are fully appreciated by an enlightened public sentiment. Of the other causes above alluded to, one of the most powerful was, undoubtedly, the appearance of a series of letters upon the schools of Massachusetts, by the late Hon. James G. Carter. These letters were extensively circulated and read; they were republished in the British Provinces, where, as well as at home, they made a profound impression. Other causes, co-operating toward the same result, were the publications of Rev. T. H. Gallaudet and W. C. Woodbridge, the labors of Rev. S. R. Hall, the lectures of the Rev. Charles Brooks, and the discussions which had taken place, from year to year, in the Institute of Instruction.

In 1831, Mr. Emerson delivered before the Institute a lecture on Female Education; and, in 1842, one on Moral Education. In 1843, he wrote the Second Part of the "School and the Schoolmaster"—the Rev. Dr. Potter writing the First. This work was written on the invitation of the late James Wadsworth, of Geneseo, N. Y., one of the most enlightened friends of universal education, who paid the expense of printing and distributing an edition of fifteen thousand copies. An act of kindred munificence in the late Hon. Martin Brimmer, of Boston, who married a daughter of Mr. Wadsworth, placed a copy of this work in each of the district schools in Massachusetts.

From the first establishment of the Normal Schools in Massachusetts, Mr. Emerson took the greatest interest in their success, and was a frequent visitor. In 1848, he was appointed a member of the Board of Education, and continued to be a most active and useful officer in that position, until he closed his own school, and left the United States for a tour in Europe, in 1855. For two years, 1847 and 1848, Mr. Emerson allowed himself to be chosen upon the Boston School Committee. During these years he gave much time to the examination of the schools, and made strenuous efforts to have the medals for girls, abolished. After deliberate consideration, and full discussion, the committee voted to discontinue these medals. This success was, however, only for a time. The measure was defeated, and the medals restored through the management of an individual who took pains to go round to the members of the committee, previous to the meeting at which the vote was to be taken, and persuade them to promise either to stay away or to vote for the restoration of the

medals. On his way to the meeting Mr. Emerson met one of the committee coming away. On being questioned, the gentleman confessed that his remaining would be of no use, as he had promised, if he voted at all, to vote for the medals. On entering the meeting, Mr. Emerson was surprised to find most of his friends absent. A vote was immediately passed which precluded all discussion upon the question, and Mr. Emerson was defeated, without being allowed to say one word in defense of his measure. This was a serious disappointment to Mr. Emerson, as he had long thought that there was little propriety in urging preparation for the sacred duties of a mother, and the formation of the quiet, disinterested, and self-sacrificing character, which is to gladden, enlighten, and bless a Christian home, by the spirit of rivalry and the love of distinction, which are fostered by medals.

In 1830, the Boston Society of Natural History was formed. Mr. Emerson was one of a few gentlemen who were accustomed to meet at the study of Dr. Walter Channing, and who at length obtained from the legislature an act of incorporation, and thus were the founders of the society. Of this society, which has grown up to be one of the most important scientific institutions of Boston, Mr. Emerson was, for many years, the president. During this period, the Botanical and Zoölogical Survey of Massachusetts was recommended by the society as a proper complement to the Geological Survey, which had been made by Prof. Hitchcock. Mr. Emerson was made chairman of the commission, appointed by Governor Everett, to conduct the survey; and, in fulfillment of the duty with which he was charged, he carried the reports of those associated with him through the press, and, in 1837, made his report upon the trees and shrubs of Massachusetts. This was the first of the state surveys. Mr. Emerson's volume is not only of great practical utility to the material interests of Massachusetts, but is written with such abundant and minute knowledge of the subject, and such beauty of style, that it has become a classic in scientific literature.

While a member of the Board of Education, Mr. Emerson suggested and drew up the act of the legislature, which originated the State Scholarships, and recommended the useful measure of granting the aid of the state to the pupils attending the normal schools. In 1819, he was the secretary of the Cambridge branch of the Phi Beta Kappa Society. He was early elected a member of the American Academy of Arts and Sciences, and for several years was its corresponding secretary.

To a mind of such liberal culture and large experience, a visit to

Europe could not fail to be the source of lasting interest and the greatest delight. But, though Mr. Emerson had fairly entitled himself, by the unremitting and various labors of so many years, to whatever of respite and amusement such a visit affords to the traveler, he neglected no opportunity of gaining information upon the subjects connected with education in the Old World, and of persuing his favorite sciences, and the branches of elegant literature, to which his leisure time—if his time could ever be characterized by that term—had always been consecrated. In Germany, he visited and carefully examined the normal schools and the gymnasia; and scrutinized the processes of teaching, and the branches taught, from the very beginning to the end of the course. In Rome, which he reached in January, 1856, he immediately began to study the plants which were in bloom among the ruins of the Colosseum, and of the palaces of the Cæsars, and over the Campagna, in every direction from the Eternal City. He continued this fascinating occupation until the latter part of April, when he left Rome for Naples. Here he renewed his pursuits in the Botanic Garden, on Vesuvius, and the old volcanic mountains, which give such a striking character to these classic regions. He kept up with the vegetation, as he returned to Rome, and until he left that city, verifying every plant which came into flower in Cicero's villa, and Horace's farm, and ancient Veii, and wherever else he went. He was assisted in these beautiful investigations by an excellent English botanist at Rome, and by Prof. Rolfe, attached to the Pope's Botanic Garden. At Naples he was kindly assisted by the venerable Prof. Tenore; and, as he traveled back from Naples to Rome, he kept his carriage filled with plants freshly gathered all along the road, and his herbarium contains specimens from every famous spot along that route, so peopled with the most interesting historical, and classical associations. On his return to Rome, in May, he resumed his investigations; but Nature had been so rapid that it was impossible to examine all the plants. On a leisurely journey from Rome to Florence, he visited the Botanical Gardens in several of the old Etruscan towns, and greatly astonished the gardeners, to whom he was introduced as an American, by speaking Italian, and discoursing upon the natural orders and their characteristic genera.

Mr. Emerson did not neglect the classical and historical objects of interest, in every part of Italy, and the wonderful treasures of art. He explored the Roman Catacombs, and visited the sites of many of the old Latin cities, and studied their ruins with the appreciating eye of the well-trained scholar.

Mr. Emerson has returned from his foreign travels, in full intellectual and physical vigor. True to the instincts of his nature, he still takes an active interest in all that concerns science and letters, and the cause of education in the old commonwealth. On the death of the lamented Judge Kinnicutt, of Worcester—who, to numerous other public services, gave, for many years, his time, and judgment, and faithful attention to the affairs of the Board, as their treasurer—Mr. Emerson was chosen to succeed him.

We have thus inadequately sketched the labors of this great master of education. Such labors are not so prominently brought before the public eye as those of the great advocate, or the statesman; but they are of at least equal consequence to the well-being of the community, for they lie at the very foundation of the social edifice.

CALVIN ELLIS STOWE.

CALVIN ELLIS STOWE, whose labors in behalf of common schools and teachers' seminaries, in addition to the constant and pressing demands on his time by professional duties in college and theological schools, entitle him to an honorable place in the history of American Education, was born at Natick, Mass., April 6th, 1802.

His ancestors came from London to Massachusetts, in 1634, and settled in Roxbury. On the records of Roxbury church are still to be seen, in the hand-writing of the Apostle Eliot, the following entries:—

"John Stowe. He arrived at N. E. the 7th of the 3d month, anno 1634. He brought his wife and 6 children; Thomas, Elizabeth, John, Nathaniel, Samuel, Thankful."

"Elizabeth Stowe, the wife of John Stowe. She was a very godly matron, a blessing, not only to her family, but to all the church. When she had led a christian conversation a few years among us, she died and left a good savor behind her."

The descendants of this worthy couple have, from the beginning, belonged to the class of industrious, frugal, God-fearing yeomanry, the bone and muscle of New England society.

His father, a farmer, died in July, 1808, leaving the family destitute. His mother, a woman of energy and judgment, managed, with difficulty, to maintain herself and her children. Calvin attended a good district school, taught for a portion of the year by a student of Harvard College, and had access to a parish and social library, of which privileges he made good use.

At twelve years of age, he was apprenticed to a paper-maker, where he remained for four years. At the end of that time, having managed to get together a little money, with that almost desperate resolution to gain an education which has characterized so many poor New England boys, he spent it in paying his expenses during two years' study at Bradford Academy.

Two years afterward, in November, 1820, some members of Dr. Payson's church, in Portland, Me., having furnished the means, he entered Gorham Academy, to fit for college; and, after remaining there ten months, entered Bowdoin College, in September, 1821, under the same patronage.

C. E. Stowe.

REV. CALVIN E. STOWE, D.D.

ASSOC. PROF. OF SAC. LIT. IN THEOL. SEM. [illegible]
LATE COLLINS PROF. OF RELIGION IN BOW[illegible] [illegible]

Engraved for the Bow[illegible] Memorial

He graduated, in due course, September, 1824, with the first honors of his class; and remained at college one year, as librarian and tutor. Entering Andover Theological Seminary, in 1825, he graduated in 1828, and remained two years longer, being employed as assistant in Professor Stuart's department, and editing, during part of the time, the Boston Recorder, the oldest religious newspaper in the United States.

In October of 1830, Professor Stowe commenced his long career as a collegiate instructor, being then inaugurated Professor of Languages at Dartmouth College. While here, in 1832, he married Elizabeth, daughter of Rev. Dr. Tyler. She died in August, 1834, leaving no children.

Professor Stowe's reputation for learning and ability already stood high; and, when Dr. Lyman Beecher was invited to the presidency of Lane Theological Seminary, Professor Stowe was offered, and accepted, the Professorship of Biblical Literature in the new Seminary, in 1833. The financial disasters of 1837, as is well known, severely crippled the resources of the seminary, and during some years its officers received little or nothing on account of salaries. They however clung to their posts, although without private resources, and, by resolute though distressing self-sacrifice, maintained the operations of the institution until better times returned, and their scanty incomes were partially restored.

While in this institution, Professor Stowe became convinced that advanced professional schools were out of place, and hopelessly inutile, in a community such as that of the West of that day; and seeing that it was common schools that were wanted, and quickly recognizing the importance of those operations for their improvement, in which Nathan Guilford, Samuel Lewis, Dr. Drake, Dr. Aydelotte, Dr. McGuffey, and their companions, were pioneers, he at once took cordial and strong hold with them; advising and consulting, speaking and writing, wherever occasion served. Professor Stowe was not ambitious of prominence or office, and was well satisfied to act the quieter and more useful part of a private adviser and laborer.

In January, 1836, Professor Stowe married Harriet E., daughter of Rev. Dr. Lyman Beecher. In May of the same year, he departed for Europe, his primary errand being to select a library for Lane Seminary. Some friends of education, knowing of this journey, took such measures that the legislature gave him an official appointment as agent to examine European schools, and especially those of Prussia, and voted a small sum in payment of expenses. He returned in 1837, having been very successful in accomplishing both

these offices; and drew up and presented his celebrated "*Report on Elementary Education in Europe.*"

The Legislature of Ohio distributed this Report to every school district in the state, and it was republished and extensively circulated by the legislatures of Pennsylvania, Michigan, Massachusetts, North Carolina, Virginia, and elsewhere. Its influence was every where favorable, and strongly marked; and not a little of the advancement in common schools, during the last twenty years, may be traced to that report. The exposition given of the thoroughness, completeness, and comprehensiveness of the system of primary public instruction in Prussia and Wirtemberg, commanded the admiration of educators and statesmen, and stimulated both to the establishment of institutions, organized and conducted with special reference to communicating a knowledge of the science and art of education. Professor Stowe thus sums up the character of the system in reference to the particular wants of Ohio.

"The striking features of this system, even in the hasty and imperfect sketch which my limits allow me to give, are obvious even to superficial observation. No one can fail to observe its great completeness, both as to the number and kind of subjects embraced in it, and as to its adaptedness to develop every power of every kind, and give it a useful direction. What topic, in all that is necessary for a sound business education, is here omitted? I can think of nothing, unless it be one or two of the modern languages, and these are introduced wherever it is necessary. I have not taken the course precisely as it exists in any one school, but have combined, from an investigation of many institutions, the features which I suppose would most fairly represent the whole system. In the Rhenish provinces of Prussia, in a considerable part of Bavaria, Baden, and Wirtemberg, French is taught as well as German; and in the schools of Prussian Poland, German and Polish are taught. Two languages can be taught in a school quite as easily as one, provided the teacher be perfectly familiar with both, as any one may see by visiting Mr. Solomon's school in Cincinnati, where all the instruction is given both in German and English.

What faculty of mind is there that is not developed in the scheme of instruction sketched above? I know of none. The perceptive and reflective faculties, the memory and the judgment, the imagination and the taste, the moral and religious faculty, and even the various kinds of physical and manual dexterity, all have opportunity for development and exercise. Indeed, I think the system, in its great outlines, as nearly complete as human ingenuity and skill can make it; though undoubtedly some of its arrangements and details admit of improvement; and some changes will of course be necessary in adapting it to the circumstances of different countries.

The entirely practical character of the system is obvious throughout. It views every subject on the practical side, and in reference to its adaptedness to use. The dry, technical, abstract parts of science are not those first presented; but the system proceeds, in the only way which nature ever pointed out, from practice to theory, from facts to demonstrations. It has often been a complaint in respect to some systems of education, that the more a man studied, the less he knew of the actual business of life. Such a complaint cannot be made in reference to this system, for, being intended to educate for the actual business of life, this object is never for a moment lost sight of.

Another striking feature of the system is its moral and religious character. Its morality is pure and elevated, its religion entirely removed from the narrowness of sectarian bigotry. What parent is there, loving his children, and wishing to have them respected and happy, who would not desire that they should be

educated under such a kind of moral and religious influence as has been described? Whether a believer in revelation or not, does he not know that without sound morals there can be no happiness, and that there is no morality like the morality of the New Testament? Does he not know that without religion the human heart can never be at rest, and that there is no religion like the religion of the Bible? Every well-informed man knows that, as a general fact, it is impossible to impress the obligations of morality with any efficiency on the heart of a child, or even on that of an adult, without an appeal to some code which is sustained by the authority of God; and for what code will it be possible to claim this authority, if not for the code of the Bible?

But perhaps some will be ready to say, 'The scheme is indeed an excellent one, provided only it were practicable; but the idea of introducing so extensive and complete a course of study into our common schools is entirely visionary, and can never be realized.' I answer, that it is no theory which I have been exhibiting, but a matter of fact, a copy of actual practice. The above system is no visionary scheme, emanating from the closet of a recluse, but a sketch of the course of instruction now actually pursued by thousands of schoolmasters, in the best district schools that have ever been organized. It can be done; for it has been done—it is now done: and it ought to be done. If it can be done in Europe, I believe it can be done in the United States: if it can be done in Prussia, I know it can be done in Ohio. The people have but to say the word and provide the means, and the thing is accomplished; for the word of the people here is even more powerful than the word of the king there; and the means of the people here are altogether more abundant for such an object than the means of the sovereign there. Shall this object, then, so desirable in itself, so entirely practicable, so easily within our reach, fail of accomplishment? For the honor and welfare of our state, for the safety of our whole nation, I trust it will not fail; but that we shall soon witness, in this commonwealth, the introduction of a system of common-school instruction, fully adequate to all the wants of our population.

But the question occurs, *How* can this be done? I will give a few brief hints as to some things which I suppose to be essential to the attainment of so desirable an end.

1. Teachers must be skillful, and trained to their business. It will at once be perceived, that the plan above sketched out proceeds on the supposition that the teacher has fully and distinctly in his mind the whole course of instruction, not only as it respects the matters to be taught, but also as to all the best modes of teaching, that he may be able readily and decidedly to vary his method according to the peculiarities of each individual mind which may come under his care. This is the only true secret of successful teaching. The old mechanical method, in which the teacher relies entirely on his text-book, and drags every mind along through the same dull routine of creeping recitation, is utterly insufficient to meet the wants of our people. It may do in Asiatic Turkey, where the whole object of the school is to learn to pronounce the words of the Koran in one dull, monotonous series of sounds; or it may do in China, where men must never speak or think out of the old beaten track of Chinese imbecility; but it will never do in the United States, where the object of education ought to be to make immediately available, for the highest and best purposes, every particle of real talent that exists in the nation. To effect such a purpose, the teacher must possess a strong and independent mind, well disciplined, and well stored with every thing pertaining to his profession, and ready to adapt his instructions to every degree of intellectual capacity, and every kind of acquired habit. But how can we expect to find such teachers, unless they are trained to their business? A very few of extraordinary powers may occur, as we sometimes find able mechanics, and great mathematicians, who had no early training in their favorite pursuits; but these few exceptions to a general rule will never multiply fast enough to supply our schools with able teachers. The management of the human mind, particularly youthful mind, is the most delicate task ever committed to the hand of man; and shall it be left to mere instinct, or shall our schoolmasters have at least as careful a training as our lawyers and physicians?

2. Teachers, then, must have the means of acquiring the necessary qualifications; in other words, there must be institutions in which the business of teaching

is made a systematic object of attention. I am not an advocate for multiplying our institutions. We already have more in number than we support, and it would be wise to give power and efficiency to those we now possess before we project new ones. But the science and art of teaching ought to be a regular branch of study in some of our academies and high schools, that those who are looking forward to this profession may have an opportunity of studying its principles. In addition to this, in our populous towns, where there is opportunity for it, there should be large model schools, under the care of the most able and experienced teachers that can be obtained; and the candidates for the profession who have already completed the theoretic course of the academy, should be employed in this school as monitors, or assistants—thus testing all their theories by practice, and acquiring skill and dexterity under the guidance of their head master. Thus, while learning, they would be teaching, and no time or effort would be lost. To give efficiency to the whole system, to present a general standard and a prominent point of union, there should be at least one model teachers' seminary, at some central point—as at Columbus—which shall be amply provided with all the means of study and instruction, and have connected with it schools of every grade, for the practice of the students, under the immediate superintendence of their teachers.

3. The teachers must be competently supported, and devoted to their business. Few men attain any great degree of excellence in a profession unless they love it, and place all their hopes in life upon it. A man cannot, consistently with his duty to himself, engage in a business which does not afford him a competent support, unless he has other means of living, which is not the case with many who engage in teaching. In this country especially, where there are such vast fields of profitable employment open to every enterprising man, it is not possible that the best of teachers can be obtained, to any considerable extent, for our district schools, at the present rate of wages. We have already seen what encouragement is held out to teachers in Russia, Prussia, and other European nations, and what pledges are given of competent support to their families, not only while engaged in the work, but when, having been worn out in the public service, they are no longer able to labor. In those countries, where every profession and walk of life is crowded, and where one of the most common and oppressive evils is want of employment, men of high talents and qualifications are often glad to become teachers even of district schools; men who in this country would aspire to the highest places in our colleges, or even our halls of legislation and courts of justice. How much more necessary, then, here, that the profession of teaching should afford a competent support!

Indeed, such is the state of things in this country, that we cannot expect to find male teachers for all our schools. The business of educating, especially young children, must fall, to a great extent, on female teachers. There is not the same variety of tempting employment for females as for men; they can be supported cheaper, and the Creator has given them peculiar qualifications for the education of the young. Females, then, ought to be employed extensively in all our elementary schools, and they should be encouraged and aided in obtaining the qualifications necessary for this work. There is no country in the world where woman holds so high a rank, or exerts so great an influence, as here; wherefore, her responsibilities are the greater, and she is under obligations to render herself the more actively useful.

4. The children must be made comfortable in their school; they must be punctual, and attend the whole course. There can be no profitable study without personal comfort; and the inconvenience and miserable arrangements of some of our school-houses are enough to annihilate all that can be done by the best of teachers. No instructor can teach unless the pupils are present to be taught, and no plan of systematic instruction can be carried steadily through unless the pupils attend punctually and through the whole course.

5. The children must be given up implicitly to the discipline of the school. Nothing can be done unless the teacher has the entire control of his pupils in school-hours, and out of school too, so far as the rules of the school are concerned. If the parent in any way interferes with, or overrules, the arrangements of the teacher, he may attribute it to himself if the school is not successful. No teacher ever ought to be employed to whom the entire management of the children can-

not be safely intrusted; and better at any time dismiss the teacher than counteract his discipline. Let parents but take the pains and spend the money necessary to provide a comfortable school-house and a competent teacher for their children, and they never need apprehend that the discipline of the school will be unreasonably severe. No inconsiderable part of the corporal punishment that has been inflicted in schools, has been made necessary by the discomfort of school-houses and the unskillfulness of teachers. A lively, sensitive boy is stuck upon a bench full of knot-holes and sharp ridges, without a support for his feet or his back, with a scorching fire on one side of him and a freezing wind on the other; and a stiff Orbilius of a master, with wooden brains and iron hands, orders him to sit perfectly still, with nothing to employ his mind or his body, till it is *his turn to read.* Thus confined for hours, what can the poor little fellow do but begin to wriggle like a fish out of water, or an eel in a frying-pan? For this irrepressible effort at relief he receives a box on the ear; this provokes and renders him still more uneasy, and next comes the merciless ferule; and the poor child is finally burnt and frozen, cuffed and beaten, into hardened roguery or incurable stupidity, just because the avarice of his parents denied him a comfortable school-house and a competent teacher.

6. A beginning must be made at certain points, and the advance toward completeness must be gradual. Every thing cannot be done at once, and such a system as is needed cannot be generally introduced till its benefits are first demonstrated by actual experiment. Certain great points, then, where the people are ready to co-operate, and to make the most liberal advances, in proportion to their means, to maintain the schools, should be selected, and no pains or expense spared, till the full benefits of the best system are realized; and as the good effects are seen, other places will very readily follow the example. All experience has shown that governmental patronage is most profitably employed, not to do the entire work, but simply as an incitement to the people to help themselves.

To follow up this great object, the Legislature has wisely made choice of a Superintendent, whose untiring labors and disinterested zeal are worthy of all praise. But no great plan can be carried through in a single year; and if the Superintendent is to have opportunity to do what is necessary, and to preserve that independence and energy of official character which are requisite to the successful discharge of his duties, he should hold his office for the same term, and on the same conditions, as the Judges of the Supreme Court.

Every officer engaged in this, or in any other public work, should receive a suitable compensation for his services. This, justice requires; and it is the only way to secure fidelity and efficiency.

There is one class of our population for whom some special provision seems necessary. The children of foreign emigrants are now very numerous among us, and it is essential that they receive a good ENGLISH EDUCATION. But they are not prepared to avail themselves of the advantages of our common English schools, their imperfect acquaintance with the language being an insuperable bar to their entering on the course of study. It is necessary, therefore, that there be some preparatory schools, in which instruction shall be communicated both in English and their native tongue. The English is, and must be, the language of this country, and the highest interests of our state demand it of the Legislature to require that the English language be thoroughly taught in every school which they patronize. Still, the exigencies of the case make it necessary that there should be some schools expressly fitted to the condition of our foreign emigrants, to introduce them to a knowledge of our language and institutions. A school of this kind has been established in Cincinnati, by benevolent individuals. It has been in operation about a year, and already nearly three hundred children have received its advantages. Mr. Solomon, the head teacher, was educated for his profession in one of the best institutions of Prussia, and in this school he has demonstrated the excellences of the system. The instructions are all given both in German and English, and this use of two languages does not at all interrupt the progress of the children in their respective studies. I cannot but recommend this philanthropic institution to the notice and patronage of the Legislature.*

In neighborhoods where there is a mixed population, it is desirable, if possible,

* German schools now form a part of the system of public schools in Cincinnati.

to employ teachers who understand both languages, and that the exercises of the school be conducted in both, with the rule, however, that all the reviews and examinations *be in English only*."

Professor Stowe took an active part in the proceedings of the Western College of Teachers. In 1835, he submitted a report on the "*Education of Immigrants*," by a liberal system of public schools, in which native and foreign-born children could be educated together, and thus assimilated into the citizens of a common country. In 1837, he read his report on the "*Course of Instruction in the Public Primary Schools of Prussia*." In 1838, he read a lecture on "*The Bible as a Means of Moral and Intellectual Improvement*," and, in the following year, a paper on "*Teachers' Seminaries*," which was published in the same year in the "*Biblical Repository*," and afterward in a volume with his "*Report on Elementary Instruction in Prussia*." His paper on Teachers' Seminaries had a good influence in the enlightenment of public opinion on that subject. When the Normal Schools of Massachusetts were first established, and afterward when a vacancy in the mastership of one these schools occurred, his services were earnestly sought as principal. In 1844, he delivered a lecture before the American Institute of Instruction, on the "*Religious Element in Education*," which was widely circulated and read.

On his return from Europe, Professor Stowe continued his labors at Lane Seminary, until 1850, when, his health being quite broken down by labor and by the climate of Cincinnati, he accepted an appointment as Divinity Professor at Bowdoin College. In 1852, being offered the chair of Sacred Literature at Andover Theological Seminary, he accepted, and still retains the place, in which he is yet hard at work for the good causes which have so long interested him, of theological learning, common schools, temperance, and liberty.

Aside from Professor Stowe's title to a place in this Journal, as an efficient and persevering laborer for common education, he occupies a high place as an instructor in his chosen department, and a man of profound, extensive, and accurate learning, and judicious, original, and independent views in that department. Ill health has not prevented his doing a very great amount of work, both in his own private studies and in lecturing. His faithful thoroughness as a student and teacher, is illustrated by his custom of studying his course anew as he takes each successive class over it, precisely as if he had never been over it before; a method, we may observe in passing, which well remunerates both the teacher and taught, by the freshness of the subject to the former, and the vigor and point of his instructions to the latter.

SAMUEL LEWIS.

BY WILLIAM T. COGGESHALL,

Editor of the Ohio Journal of Education.

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 Chilicothe. 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-

perate, and skillful, and became a respected workman. From the time he was a farm-boy, until he worked as a journeyman carpenter, he continued, as regularly as his laborious duties would permit, to read whatever books of good character he could obtain, devoting the time which too many of his fellow workmen spent in idleness and dissipation, to study, which fitted him the better for his mechanical labors, and which won the respect of all who formed his acquaintance. Thirst for knowledge, and desire for the influence which its acquaintance and good use imparts, led Mr. Lewis to seek a wider sphere of activity; and, in the year 1819, he resolved to study law. He was then twenty years of age. He had paid his father fifty dollars a year for five years, for his time; and had one year yet to work in before attaining his majority. His good character, and available intelligence, secured him a place in the clerk's office of the court of common pleas of Hamilton county. His salary was thirty dollars a year and his board. Judge Jacob Burnet consented to become his legal instructor, and he made an arrangement with his employer, the county clerk, by which he was to be allowed to board himself, and to receive, for so doing, one hundred and twenty dollars a year. His income was, then, one hundred and fifty dollars, out of which he was to pay his father fifty; and, with the remainder, board and clothe himself, and buy the books he wanted, which he could not borrow. His diet was, literally, bread and water; his clothing, the cheapest he could purchase. He was obliged to work all day at his desk in the clerk's office, and had only the night time for his law studies; yet, on the second of April, 1822, he was admitted to the bar, after an examination which gave him favor with several influential lawyers. His industry, frugality, temperance, and probity, were known to men who had business before the Hamilton county courts, and Mr. Lewis immediately secured a remunerative practice. He soon became distinguished as an advocate, and he maintained a respectable position as a counselor.

Out of the first proceeds of his efforts at the bar, Mr. Lewis bought a farm for his father, and contributed money for the education of his younger brothers and sisters. As his business increased, and his income augmented, he improved his father's farm. In 1823, he married Charlotte E. Goforth, a daughter of an eminent physician, a pioneer in the Miami valley. In 1824, Mr. Lewis was licensed as a local preacher. He was then well known as an earnest advocate of temperance reform, and was relied upon by the advocates of popular education as a powerful coadjutor. His first influential action for general education, was exerted with a friend, who, being disposed to be-

queath a fund for the maintenance of a free grammar school, was induced by Mr. Lewis, not to postpone the establishment of the school; but, while yet in active life, to set apart property for that purpose. That friend was William Woodward. The school was opened in 1830, three years before Mr. Woodward died. Mr. Lewis was appointed a life trustee, with power to nominate his successor. The property is now worth at least $250,000; and, with another fund, known as the Hughes Fund, amounting to not less than $60,000, of which Mr. Lewis was also a trustee, supports two high schools in Cincinnati, which, chiefly through the foresight of Samuel Lewis, are the crowning features of the common school system of that city.

Mr. Lewis was one of the earliest and most active supporters of the Western College of Teachers, which was formed in 1831. In addresses before that body, and in an address at the first state convention, 1836, he had not only displayed power to plead eloquently for popular education, but he presented views which exhibited judicious reflection upon the instrumentalities by which common schools were to be rendered popular and efficient; and, in the winter of 1837, he was elected, by the legislature, superintendent of common schools.

Mr. Lewis knew that heavy pecuniary and personal sacrifices would be required of him, if he accepted the office, but he did not hesitate. Pecuniary interest never deterred him from the straightforward discharge of a plain duty, nor did the allurements of immediate prosperity ever deter him from the frank expression of what he conceived to be important truths; but he expressed honest fears that, owing to the want of early education, which had often embarrassed him, he would not be competent for the responsibilities to which he was invited. Friends, who knew him well, assured him that these misgivings arose from a too severe estimate of the duties he would be required to discharge. Taking their counsel, he accepted the office. He brought to the position not only zeal and practical knowledge, but a capacity for work imperatively needed; capacity to travel and to speak, for which the toils of his early, and the experience of his later, life had peculiarly qualified him. He began his work in the spring of 1837. The salary which had been voted the superintendent was five hundred dollars a year.

Mr. Lewis found that, excepting Cincinnati, there were no schools in the state practically open alike to rich and poor. There were 7,748 districts, and 3,370, nearly one-half, were without school-houses. Many of the houses, in which a school was taught for two or three months in winter, were not worth ten dollars each; while not one third in the state would be appraised at fifty dollars each. He trav-

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	7,962	22.168	$317,730		$ 61,890
1838..........	4,030	108,596	7,515	28,671	488,085	671	65,732
1839	7,295	254,612	7,228	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 superintendentship, 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-

rison 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 free 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.

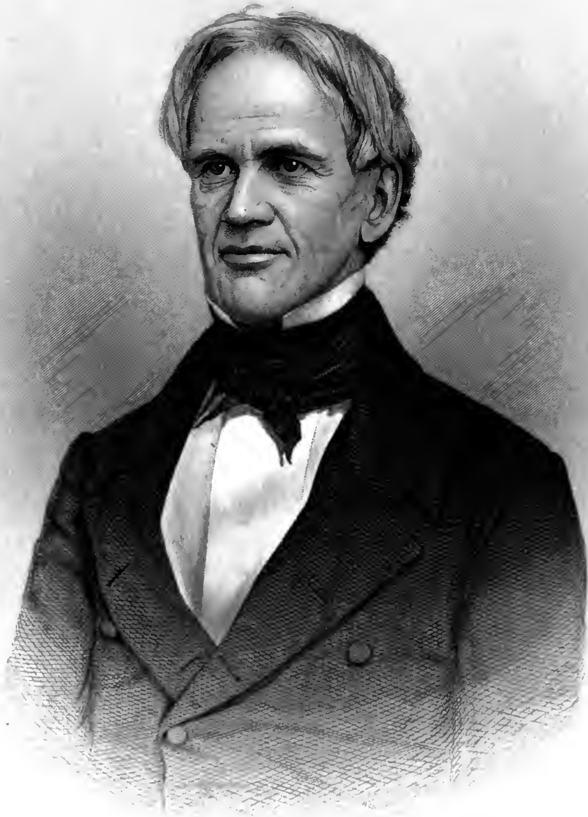
A teacher, while instructing a child to read (if he understand his business,) can give him a tolerable knowledge of history, geography, etc.; in fact, if we intend to awaken the real intellectual power of our youth, we must teach them to think. This must begin with their first reading-lesson. To teach 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.



Engraved by J.C. Buttre from a Daguerreotype

Horace Mann

PRESIDENT OF ANTIOCH COLLEGE YELLOW SPRINGS OHIO

HORACE MANN.*

HORACE MANN, the first Secretary of the Board of Education for the State of Massachusetts, and President of Antioch College, at Yellow Springs, Ohio, was born in the town of Franklin, Norfolk County, Mass., May 4, 1796. His father, Mr. Thomas Mann, supported his family by cultivating a small farm. He died when the subject of this memoir was thirteen years of age, leaving him little besides the example of an upright life, virtuous inculcations, and hereditary thirst for knowledge.

The narrow circumstances of the father limited the educational advantages of his children. They were taught in the district common school; and it was the misfortune of the family that it belonged to the smallest district, had the poorest school-house, and employed the cheapest teachers, in a town which was itself both small and poor.

His father was a man of feeble health, and died of consumption. Horace inherited weak lungs, and from the age of twenty to thirty years he just skirted the fatal shores of that disease on which his father had been wrecked. This inherited weakness, accompanied by a high nervous temperament, and aggravated by a want of judicious physical training in early life, gave him a sensitiveness of organization and a keenness of susceptibility, which nothing but the iron clamps of habitual self-restraint could ever have controlled.

His mother, whose maiden name was Stanley, was a woman of superior intellect and character. In her mind, the flash of intuition superseded the slow processes of ratiocination. Results always ratified her predictions. She was a true mother. On her list of duties and of pleasure her children stood first, the world and herself afterward. She was able to impart but little of the details of knowledge; but she did a greater work than this, by imparting the principles by which all knowledge should be guided.

Mr. Mann's early life was spent in a rural district, in an obscure county town, without the appliance of excitements or opportunity for display. In a letter before us, written long ago to a friend, he says:—

I regard it as an irretrievable misfortune that my childhood was not a happy one. By nature I was exceedingly elastic and buoyant, but the poverty of my

* This Memoir is abridged in part from an article in Livingston's "*Law Journal*," which also appeared in Livingston's "*Eminent Americans.*"

parents subjected me to continual privations. I believe in the rugged nursing of Toil, but she nursed me too much. In the winter time, I was employed in in-door and sedentary occupations, which confined me too strictly; and in summer, when I could work on the farm, the labor was too severe, and often encroached upon the hours of sleep. I do not remember the time when I began to work. Even my play-days,—not play-days, for I never had any,—but my play-hours were earned by extra exertion, finishing tasks early to gain a little leisure for boyish sports. My parents sinned ignorantly, but God affixes the same physical penalties to the violation of His laws, whether that violation be willful or ignorant. For willful violation, there is the added penalty of remorse, and that is the only difference. Here let me give you two pieces of advice, which shall be *gratis* to you, though they cost me what is of more value than diamonds. Train your children to work, though not too hard; and, unless they are grossly lymphatic, let them sleep as much as they will. I have derived one compensation, however, from the rigor of my early lot. Industry, or diligence, became my second nature, and I think it would puzzle any psychologist to tell where it joined on to the first. Owing to these ingrained habits, work has always been to me what water is to a fish. I have wondered a thousand times to hear people say, "I don't like this business;" or, "I wish I could exchange for that;" for with me, whenever I have had any thing to do, I do not remember ever to have demurred, but have always set about it like a fatalist; and it was as sure to be done as the sun is to set.

What was called the love of knowledge was, in my time, necessarily cramped into a love of books; because there was no such thing as oral instruction. Books designed for children were few, and their contents meager and miserable. My teachers were very good people but they were very poor teachers. Looking back to the school-boy days of my mates and myself, I can not adopt the line of Virgil,

"O fortunatos nimium sua si bona norint."

I deny the *bona*. With the infinite universe around us, all ready to be daguerreotyped upon our souls, we were never placed at the right focus to receive its glorious images. I had an intense natural love of beauty, and of its expression in nature and in the fine arts. As "a poet was in Murray lost," so at least an amateur poet, if not an artist, was lost in me. How often, when a boy, did I stop, like Akenside's hind, to gaze at the glorious sunset; and lie down upon my back, at night, on the earth, to look at the heavens. Yet with all our senses and our faculties glowing and receptive, how little were we taught; or rather, how much obstruction was thrust between us and nature's teachings. Our eyes were never trained to distinguish forms or colors. Our ears were strangers to music. So far from being taught the art of drawing, which is a beautiful language by itself, I well remember that when the impulse to express in pictures what I could not express in words was so strong that, as Cowper says, it tingled down to my fingers, then my knuckles were rapped with the heavy ruler of the teacher, or cut with his rod, so that an artificial tingling soon drove away the natural. Such youthful buoyancy as even severity could not repress was our only dancing-master. Of all our faculties, the memory for words was the only one specially appealed to. The most comprehensive generalizations of men were given us, instead of the facts from which those generalizations were formed. All ideas outside of the book were contraband articles, which the teacher confiscated, or rather flung overboard. Oh, when the intense and burning activity of youthful faculties shall find employment in salutary and pleasing studies or occupations, then will parents be able to judge better of the alledged proneness of children to mischief. Until then, children have not a fair trial before their judges.

Yet, with these obstructions, I had a love of knowledge which nothing could repress. An inward voice raised its plaint for ever in my heart for something nobler and better. And if my parents had not the means to give me knowledge, they intensified the love of it. They always spoke of learning and learned men with enthusiasm and a kind of reverence. I was taught to take care of the few books we had, as though there was something sacred about them. I never dog's-eared one in my life, nor profanely scribbled upon title pages, margin, or fly-leaf, and would as soon have stuck a pin through my flesh as through the pages of a book. When very young, I remember a young lady came to our house on a visit,

who was said to have studied Latin. I looked upon her as a sort of goddess. Years after, the idea that I could ever study Latin broke upon my mind with the wonder and bewilderment of a revelation. Until the age of fifteen I had never been to school more than eight or ten weeks in a year.

I said we had but few books. The town, however, owned a small library. When incorporated, it was named after Dr. Franklin, whose reputation was then not only at its zenith, but, like the sun over Gibeon, was standing still there. As an acknowledgment of the compliment, he offered them a bell for their church, but afterward, saying that, from what he had learned of the character of the people, he thought they would prefer sense to sound, he changed the gift into a library. Though this library consisted of old histories and theologies, suited perhaps to the "conscript fathers" of the town, but miserably adapted to the "proscript" children, yet I wasted my youthful ardor upon its martial pages, and learned to glory in war, which both reason and conscience have since taught me to consider almost universally a crime. Oh, when will men learn to redeem that childhood in their offspring which was lost to themselves! We watch for the seed-time for our fields and improve it, but neglect the mind until midsummer or even autumn comes, when all the *actinism* of the vernal sun of youth is gone. I have endeavored to do something to remedy this criminal defect. Had I the power, I would scatter libraries over the whole land, as the sower sows his wheat field.

More than by toil, or by the privation of any natural taste, was the inward joy of my youth blighted by theological inculcations. The pastor of the church in Franklin was the somewhat celebrated Dr. Emmons, who not only preached to his people, but ruled them for more than fifty years. He was an extra or hyper-Calvinist—a man of pure intellect, whose logic was never softened in its severity by the infusion of any kindliness of sentiment. He expounded all the doctrines of total depravity, election, and reprobation, and not only the eternity but the extremity of hell torments, unflinchingly and in their most terrible significance, while he rarely if ever descanted upon the joys of heaven, and never, to my recollection, upon the essential and necessary happiness of a virtuous life. Going to church on Sunday was a sort of religious ordinance in our family, and during all my boyhood I hardly ever remember of staying at home.

As to my early habits, whatever may have been my shortcomings, I can still say that I have always been exempt from what may be called common vices. I was never intoxicated in my life—unless, perchance, with joy or anger. I never swore—indeed profanity was always most disgusting and repulsive to me. And (I consider it always a climax,) I never used the "vile weed" in any form. I early formed the resolution to be a slave to no habit. For the rest, my public life is almost as well known to others as to myself; and, as it commonly happens to public men, *others know my motives a great deal better than I do.*

Mr. Mann's father having died when he was thirteen years of age, he remained with his mother on the homestead until he was twenty. But an irrepressible yearning for knowledge still held possession of him. "I know not how it was," said he to a friend in after life, "its motive never took the form of wealth or fame. It was rather an instinct which impelled toward knowledge, as that of migratory birds impels them northward in spring time. All my boyish castles in the air had reference to do something for the benefit of mankind. The early precepts of benevolence, inculcated upon me by my parents, flowed out in this direction; and I had a conviction that knowledge was my needed instrument."

A fortunate accident gave opportunity and development to this passion. An itinerant schoolmaster, named Samuel Barrett, came into his neighborhood and opened a school. This man was eccentric and abnormal, both in appetites and faculties. He would teach a

school for six months, tasting nothing stronger than tea, though in this Dr. Johnson was a model of temperance compared with him, and then for another six months, more or less, he would travel the country in a state of beastly drunkenness, begging cider, or any thing that would intoxicate, from house to house, and sleeping in barns and styes, until the paroxysm had passed by. Then he would be found clothed, and sitting in his right mind, and obtain another school.

Mr. Barrett's speciality was English grammar, and Greek, and Latin. In the dead languages, as far as he pretended to know any thing, he seemed to know every thing. All his knowledge, too, was committed to memory. In hearing recitations from Virgil, Cicero, the Greek Testament, and other classical works, then usually studied as a preparation for college, he never took a book into his hand. Not the sentiments only, but the sentences, in the transposed order of their words, were as familiar to him as his A, B, C, and he would as soon have missed a letter out of the alphabet, as article or particle out of the lesson. This learned Mr. Barrett was learned in languages alone. In arithmetic he was an idiot. He never could commit the multiplication table to memory, and did not know enough to date a letter or tell the time of day by the clock.

In this chance school Mr. Mann first saw a Latin grammar; but it was the *veni, vidi, vici* of Cæsar. Having obtained a reluctant consent from his guardian to prepare for college, with six months of schooling he learned his grammar, read Corderius, Æsop's Fables, the Æneid, with parts of the Georgics and Bucolics, Cicero's Select Orations, the Four Gospels, and part of the Epistles in Greek, part of the Græca Majora and Minora, and entered the Sophomore class of Brown University, Providence, in September, 1816.

Illness compelled him to leave his class for a short period; and again he was absent in the winter to keep school as a resource for paying college bills. Yet, when his class graduated in 1819, the first part or "Honor" in the comencement exercises was awarded to him, with the unanimous approval of Faculty and classmates. The theme of his oration on graduating foreshadowed the history of his life. It was on the Progressive Character of the Human Race. With youthful enthusiasm, he portrayed that higher condition of human society when education shall develop the people into loftier proportions of wisdom and virtue, when philanthropy shall succor the wants and relieve the woes of the race, and when free institutions shall abolish that oppression and war which have hitherto debarred nations from ascending into realms of grandeur and happiness.

Immediately after commencement (indeed some six weeks before, and immediately after the final examination of his class, so that no time might be lost; for the law then required three years' reading in a lawyer's office, or rather three years to be spent in a lawyer's office without any reference to reading,) he entered his name in the office of the Hon. J. J. Fiske, of Wrentham, as a student at law. He had spent here, however, only a few months when he was invited back to college as a tutor in Latin and Greek. This proposal he was induced to accept for two reasons: first, it would lighten his burden of indebtedness (for he was living on borrowed money;) and, second, it would afford the opportunity he so much desired of revising and extending his classical studies.

He now devoted himself most assiduously to Latin and Greek, and the instructions given to his class were characterized by two peculiarities, whose value all will admit, though so few have realized. In addition to rendering the sense of the author, and a knowledge of syntactical rules, he always demanded a translation in the most elegant, choice, and euphonious language. He taught his Latin classes to look through the whole list of synonyms given in the Latin-English dictionary, and to select from among them all the one which would convey the author's idea, in the most expressive, graphic, and elegant manner; rendering military terms by military terms, nautical by nautical, the language of rulers in language of majesty and command, of suppliants by words of entreaty, and so forth. This method improves diction surprisingly. The student can almost feel his organ of language grow under its training; at any rate, he can see from month to month that it has grown. The other particular referred to, consisted in elucidating the text by geographical, biographical, and historical references; thus opening the mind of the student to a vast fund of collateral knowledge, and making use of the great mental law, that it is easier to remember two or even ten associated ideas than either of them alone.

Though liberal in granting indulgences to his class, yet he was inexorable in demanding correct recitations. However much privation or pain the getting of the lesson might cost, yet it was generally got *as the lesser evil.* One day a student asked the steward of the college what he was going to do with some medicinal preparation he had. "Mr. So and So," said the steward, "has a violent attack of fever, and I am going to give him a sweat." "If you want to give him a sweat," said the inquirer, "send him into our recitation room without his lesson."

While in college, Mr. Mann had excelled in scientific studies. He

now had an opportunity to improve himself in classical culture. A comparison of the two convinced him how infinitely inferior in value, not only as an attainment, but as a means of mental discipline, is heathen mythology to modern science; the former consisting of the imaginations of man, the latter of the handiwork of God.

In the latter part of 1821, having resigned his tutorship, he entered the law school at Litchfield, Connecticut, then at the zenith of its reputation, under the late Judge Gould. Here he remained rather more than a year, devoting himself with great assiduity to the study of the law under that distinguished jurist. Leaving Litchfield, he entered the office of the Hon. James Richardson, of Dedham, was admitted a member of the Norfolk bar, in December, 1823, and immediately opened an office in Dedham.

We believe the records of the courts will show that, during the fourteen years of his forensic practice, he gained at least four out of five of all the contested cases in which he was engaged. The inflexible rule of his professional life was, never to undertake a case that he did not believe to be right. He held that an advocate loses his highest power when he loses the ever-conscious conviction that he is contending for the truth; that though the fees or fame may be a stimulus, yet that a conviction of being right is itself *creative* of power, and renders its possessor more than a match for antagonists otherwise greatly his superior.

In 1827, Mr. Mann was elected to the Massachusetts House of Representatives, for the town of Dedham, and continued to be returned until the year 1833, when he removed to Boston, and entered into a partnership with Edward G. Loring. At the first election after his becoming a citizen of Boston, he was chosen to the State Senate for the county of Suffolk, which post he was returned to for the four succeeding elections. In 1836 that body elected him its president, and again in 1837, in which year he retired from political life to enter upon the duties of Secretary of the Board of Education. During his legislative course Mr. Mann took an active part in the discussion of all important questions, especially of such as pertained to railroads, public charities, religious liberty, suppression of traffic in lottery tickets, and spirituous liquors, and to education.

He advocated laws for improving the system of common schools. He, more than any other man, was the means of procuring the enactment of what was called the "Fifteen Gallon Law," for the suppression of intemperance in Massachusetts. He was a member of the committee who reported the resolves which subsequently resulted in the codification of the statute laws of Massachusetts. He took a leading

part in preparing and carrying through the law whose stringent provisions for a long time, and almost effectually, broke up the traffic in lottery tickets.

But the act by which Mr. Mann most signalized his legislative life in the House of Representatives was the establishment of the State Lunatic Hospital of Worcester. This benevolent enterprise was conceived, sustained, and carried through the House by him alone, against the apathy and indifference of many, and the direct opposition of some prominent men. He moved the appointment of the original committee of inquiry, and made its report, drew up and reported the resolve for erecting the hospital, and his was the only speech made in its favor. After the law was passed, he was appointed chairman of the Board of Commissioners to contract for and superintend the erection of the Hospital. When the buildings were completed, in 1833, he was appointed chairman of the Board of Trustees for administering the institution, and remained on the Board until rotated out of office by the provisions of the law which governed it.

We subjoin a sketch of Mr. Mann's speech in behalf of the resolve for establishing the Hospital:—

Mr. Mann, of Dedham, requested the attention of the House to the numbers, condition, and necessities of the insane within this commonwealth, and to the consideration of the means by which their sufferings might be altogether prevented, or at least assuaged. On reviewing our legislation upon this subject, he could not claim for it the praise either of policy or humanity. In 1816 it was made the duty of the Supreme Court, when a grand jury had refused to indict, or the jury of trials to convict such person, by reason of his insanity or mental derangement, to commit any person to prison, there to be kept until his enlargement should be deemed compatible with the safety of the citizens, or until some friend should procure his release by becoming responsible for all damages which, in his insanity, he might commit.

Had the human mind been tasked to devise a mode of aggravating to the utmost the calamities of the insane, a more apt expedient could scarcely have been suggested; or, had the earth been searched, places more inauspicious to their recovery could scarcely have been found.

He cast no reflection upon the keepers of our jails, houses of correction, and poor houses, as humane men, when he said that, as a class, they were eminently disqualified to have the supervision and management of the insane. The superintendent of the insane should not only be a humane man, but a man of science; he should not only be a physician, but a mental philosopher. An alienated mind should be touched only by a skillful hand. Great experience and knowledge were necessary to trace the causes that first sent it devious into the wilds of insanity, to counteract the disturbing forces, to restore it again to harmonious action. None of all these requisites could we command under the present system.

But the place was no less unsuitable than the management. In a prison little attention could be bestowed upon the bodily comforts and less upon the mental condition of the insane. They are shut out from the cheering and healing influences of the external world. They are cut off from the kind regard of society and friends. The construction of their cells often debars them from light and air. With fire they can not be trusted. Madness strips them of their clothing. If there be any recuperative energies of mind, suffering suspends or destroys them, and recovery is placed almost beyond the reach of hope. He affirmed that he was not giving an exaggerated account of this wretched class of beings, between whom and humanity there seemed to be a gulf, which no one had as yet crossed to carry them

relief. He held in his hand the evidence which would sustain all that he had said. * *

From several facts and considerations, he inferred that the whole number of insane persons in the State could not be less than 500. Whether 500 of our fellow-beings, suffering under the bereavement of reason, should be longer subjected to the cruel operation of our laws, was a question which no man could answer in the affirmative, who was not himself a sufferer under the bereavement of all generous and humane emotions. But he would for a moment consider it as a mere question of saving and expenditure. He would argue it as if human nature knew no sympathies, as if duty imposed no obligations. And, in teaching Avarice a lesson of humanity, he would teach it a lesson of economy also.

Of the 298 persons returned, 161 are in confinement. Of these, the duration of the confinement of 150 is ascertained. It exceeds in the aggregate a thousand years;—a thousand years, during which the mind had been sequestered from the ways of knowledge and usefulness, and the heart in all its sufferings inaccessible to the consolations of religion. * *

The average expense, Mr. Mann said, of keeping those persons in confinement could not be less than $2.50 per week, or if friends had furnished cheaper support, it must have been from some motive besides cupidity. Such a length of time, at such a price, would amount to $130,000. And if 150 who were in confinement exhibit an aggregate of more than a thousand years of insanity, the 148 at large might be safely set down at half that sum, or 500 years. Allowing for these an average expense of $1 per week, the sum is $52,000, which added to $130,000 as above, makes $182,000. Should we add to this $1 per week for all, as the sum they might have earned had they been in health, the result is $234,000 lost to the State by the infliction of this malady alone; and this estimate is predicated only of 298 persons; returned from less than half the population of the State.

Taking results then, derived from so large an experience, it was not too much to say, that more than one-half of the cases of insanity were susceptible of cure, and that at least one-half of the expense now sustained by the State might be saved by the adoption of a different system of treatment. One fact ought not to be omitted, that those who suffer under the most sudden and violent access of insanity were most easily restored. But such individuals, under our system, are immediately subject to all the rigors of confinement, and thus an impassable barrier is placed between them and hope. This malady, too, is confined to adults almost exclusively. It is then, after all the expense of early education and rearing has been incurred, that their usefulness is terminated. But it had pained him to dwell so long on these pecuniary details. On this subject he was willing that his feelings should dictate to his judgment and control his interest. There are questions, said he, upon which the heart is a better counselor than the head,—where its plain expositions of right encounter and dispel the sophistries of the intellect. There are sufferers amongst us whom we are able to relieve. If, with our abundant means, we hesitate to succor their distress, we may well envy them their incapacity to commit crime. * *

But let us reflect, that while *we* delay *they* suffer. Another year not only gives an accession to their numbers, but removes, perhaps to a returnless distance, the chance of their recovery. Whatever they endure, which we can prevent, is virtually inflicted by our own hands. Let us restore them to the enjoyment of the exalted capacities of intellect and virtue. Let us draw aside the dark curtain which hides from their eyes the wisdom and beauty of the universe. The appropriation proposed was small—it was for such a charity insignificant. Who is there, he demanded, that, beholding all this remediable misery on one hand, and looking, on the other, to that paltry sum which would constitute his proportion of the expense, could pocket the money, and leave the victims to their sufferings? How many thousands do we devote annually to the cultivation of mind in our schools and colleges; and shall we do nothing to reclaim that mind when it has been lost to all its noblest prerogatives? Could the victims of insanity themselves come up before us, and find a language to reveal their history, who could hear them unmoved? But to me, said Mr. Mann, the appeal is stronger, because *they* are unable to make it. Over his feelings, their imbecility assumed the form of irresistible power. No eloquence could persuade like their heedless silence. It is now, said he, in the power of the members of this House to exercise their highest

privileges as men, their most enviable functions as legislators; to become protectors to the wretched, and benefactors to the miserable."

The execution of this great work illustrated those characteristics of the subject of this memoir which have signalized his life. The novelty and costliness of the enterprise demanded boldness. Its motive sprung from his benevolence. Its completion without loss or failure illustrated his foresight. It was arranged that no ardent spirits should ever be used on the work, and the whole edifice was completed without accident or injury to any workman. The expenditure of so large a sum as fifty thousand dollars without overrunning appropriations proved his recognition of accountability. The selection of so remarkable a man as Dr. Woodward for the superintendent, showed his knowledge of character. And the success which, after twenty years of experience, has finally crowned the work, denotes that highest kind of statesmanship, which holds the succor of human wants and the alleviation of human woes to be an integral and indispensable, as it is a most economical part of the duties of a paternal government. That Hospital has served as a model for many similar institutions in other states and countries, which, through the benevolent influence of its widely-known success, have been erected because that was erected.

In 1835, Mr. Mann was a member, on the part of the Senate, of a legislative committee to whom was intrusted the codification of the statute law of Massachusetts, and after its adoption he was associated with Judge Metcalf in editing the same for the press.

On the organization of the Board of Education for Massachusetts, on the 29th of June, 1837, Mr. Mann was elected its secretary, and entered forthwith on a new and more congenial sphere of labor. From the earliest day when his actions became publicly noticeable, universal education, through the instrumentality of free public schools, was commended by his word, and promoted by his acts. Its advocacy was a golden thread woven into all the texture of his writings and his life. One of his earliest addresses was a discourse before a county association of teachers. As soon as eligible, he was chosen a member of the Superintending School Committee of Dedham, and continued to fill the office until he left the place. In the General Court his voice and his vote were always on the side of schools.

Mr. Mann withdrew from all other professional and business engagements whatever, that no vocation but the new one might burden his hands or obtrude upon his contemplations. He transferred his law business then pending, declined re-election to the Senate, and—the only thing that caused him a regret—resigned his offices and his active connection with the different temperance organizations. He

abstracted himself entirely from political parties, and for twelve years never attended a political caucus or convention of any kind. He resolved to be seen and known only as an educationist. Though sympathizing as much as ever with the reforms of the day, he knew how fatally obnoxious they were to whole classes of people whom he wished to influence for good; and as he could not do all things at once, he sought to do the best things, and those which lay in the immediate path of his duty, first. Men's minds, too, at that time were so fired with partisan zeal on various subjects, that great jealousy existed lest the interest of some other cause should be subserved under the guise of a regard for education. Nor could vulgar and bigoted persons comprehend why a man should drop from an honorable and exalted station into comparative obscurity, and from a handsome income to a mere subsistence, unless actuated by some vulgar and bigoted motive like their own.* Subsequent events proved the wisdom of his course. The Board was soon assailed with violence by political partisans, by anti-temperance demagogues, and other bigots after their kind, and nothing but the impossibility of fastening any purpose upon its secretary save absolute devotion to his duty saved it from wreck. During a twelve years' period of service, no opponent of the cause, or of Mr. Mann's views in conducting it, was ever able to specify a single instance in which he had prostituted or perverted the influence of his office for any personal, partisan, or collateral end whatever.

It is obvious, on a moment's reflection, that few works ever undertaken by man had relations so numerous, or touched society at so many points, and those so sensitive, as that in which Mr. Mann was now engaged. The various religious denominations were all turned into eyes, each to watch against encroachments upon itself, or favoritism toward others. Sordid men anticipated the expenditures incident

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* Dr. William E. Channing was the only man, among his friends and acquaintances, who did not dissuade him from accepting the office. He wrote to him as follows:—

My Dear Sir:—I understand that you have given yourself to the cause of education in our commonwealth. I rejoice in it. Nothing could give me greater pleasure. I have long desired that some one uniting all your qualifications should devote himself to this work. You could not find a nobler station. Government has no nobler one to give. You must allow me to labor under you according to my opportunities. If at any time I can aid you, you must let me know, and I shall be glad to converse with you always about your operations. When will the low, degrading party quarrels of the country cease, and the better minds come to think what can be done toward a substantial, generous improvement of the community? "My ear is pained, my very soul is sick" with the monotonous yet furious clamors about currency, banks, &c., when the spiritual interests of the community seem hardly to be recognized as having any reality.

If we can but turn the wonderful energy of this people into a right channel, what a new heaven and earth must be realized among us! And I do not despair. Your willingness to consecrate yourself to the work is a happy omen. You do not stand alone, or form a rare exception to the times. There must be many to be touched by the same truths which are stirring you.

My hope is that the pursuit will give you new vigor and health. If you can keep strong outwardly, I have no fear about the efficiency of the spirit. I write in haste, for I am not very strong, and any effort exhausts me, but I wanted to express my sympathy, and to wish you God speed on your way.

Your sincere friend, WM. E. CHANNING.

to improvement. Many teachers of private schools foresaw that any change for the better in the public schools would withdraw patronage from their own; though to their honor it must be said that the cause of public education had no better friends than many private teachers proved themselves to be. But hundreds and hundreds of wretchedly poor and incompetent teachers knew full well that the daylight of educational intelligence would be to them what the morning dawn is to night-birds. Bookmakers and booksellers were jealous of interference in behalf of rivals; and where there were twenty competitors of a kind, Hope was but a fraction of one-twentieth, while Fear was a unit. Mr. Mann for many years had filled important political offices; and, if political opponents could not find any thing wrong in what he was doing, it was the easiest of all things to foresee something wrong that he would do. Many persons who have some conscience in their statements about the past, have none in their predictions about the future. And however different and contradictory might be the motives of opposition, all opponents would coalesce; while the friends of the enterprise, though animated by a common desire for its advancement, were often alienated from each other through disagreement as to methods. There was also the spirit of conservatism to be overcome; and, more formidable by far than this, the spirit of pride on the part of some in the then existing condition of the schools,—a pride which had been fostered for a century among the people, not because their school system was as good as it should and might be, but because it was so much better than that of neighboring communities. And, besides all this, it was impossible to excite any such enthusiasm, for a cause whose highest rewards lie in the remote future, as for one where the investment of means or effort is to be refunded, with heavy usury, at the next anniversary or quarter-day. Then questions respecting the education of a whole people touched the whole people. Politics, commerce, manufactures, agriculture, are class interests. Each one is but a segment of the great social circle. While the few engaged in a single pursuit may be intensely excited, the great majority around may be in a state of quiescence or indifference. But, so far as education is regarded at all, it is a problem which every body undertakes to solve; and hence ten thousand censors rise up in a day. It is an object not too low to be noticed by the highest, nor to high to be adjudicated upon by the lowest. Do not these considerations show the multifarious relations of the cause to the community at large, and to the interests and hopes of each of its classes? And now consider the things indispensable to be done, to superinduce a vigorous system upon a decrepit one,—changes in the

law, new organizations of territory into districts, the building of school-houses, classification of scholars, supervision of schools, improvements in books, in methods of teaching, and in the motives and ways of discipline, qualifications of teachers, the collection of statistics, the necessary exposure of defects and of mal-administration, &c., &c.,—and we can form a more adequate idea of the wide circuit of the work undertaken, and of the vast variety of the details which it comprehends.

Mr. Mann, in entering on his work, availed himself of three modes of influencing the public. 1. By lectures addressed to conventions of teachers and friends of education, which were held at first annually in each county of the state. It was made his duty, as secretary, to attend these conventions, both for the purpose of obtaining information in regard to the condition of the schools, and of explaining to the public what were supposed to be the leading motives and objects of the legislature in creating the Board. His addresses, prepared for these occasions, and for teachers' associations, lyceums, &c., were designed for popular and promiscuous audiences, and were admirably adapted to awaken a lively interest, and enlist parental, patriotic, and religious motives in behalf of the cause. 2. In the Report which he was required annually to make to the Board of his own doings, and the condition and improvement of the public schools, he presented more didactic expositions of the wants of the great cause of Education, and the relations which that cause holds to the interests of civilization and human progress. 3. In the "*Common School Journal*," which he conducted on his own responsibility, he gave more detailed and specific views, in regard to modes and processes of instruction and training, and the general management of schools.

Of his numerous lectures, seven were published in a volume,* prepared for the press, by a special request of the Board, in 1840. These lectures alone would establish for him a permanent reputation as an eloquent writer, and profound thinker, in this department of literature. But his twelve Annual Reports constitute an enduring monument of well-directed zeal in the public service, and of large, comprehensive, and practical views of educational improvement, and of his power as a master of the English language. We shall, in justice to Mr. Mann, and for the valuable suggestions which even an imperfect analysis of these remarkable documents must impart, pass them in rapid review.

* Lectures on Education, by Horace Mann, pp. 338. *Contents.*—Lecture I. Means and Objects of Common School Education. II. Special Preparation, a prerequisite to Teaching, III. The Necessity of Education in a Republican Government. IV. What God does, and what He leaves for Man to do, in the work of Education. V. An Historical View of Education; showing its dignity and its Degradation. VI. On District School Libraries. VII. On School Punishments.

Analysis of Mr. Mann's Reports as Secretary of the Massachusetts Board of Education.

In his first report, submitted less than five months after his acceptance of the post of Secretary of the Board of Education, Mr. Mann presented a comprehensive survey of the condition of the public schools of the state, under four heads; viz., I. The situation, construction, condition, and number of the school-houses; to which he devoted a supplementary report, with a free exposition of his views in regard to ventilation and warming, size, desks, seats, location of school-houses, light, windows, yards or playgrounds, and the duty of instructors in regard to these structures. These were accompanied with two plans of the interior of school-houses. II. *The manner in which the school committees performed their duties.* Under this head he specified their neglect in regard to the time of examining teachers, the character of the examinations, the hesitation in rejecting incompetent candidates; their neglect of the law requiring them to secure uniformity of school books, and furnishing them to the scholars at the expense of the town, when the parents neglected to furnish them—their negligence in not enforcing attendance, regularity, and punctuality, and in not visiting the schools as the law demanded. The causes of this neglect, want of compensation, and consequently of penalty for non-performance of duties, the hostility often induced by a faithful performance of duty, and the ingratitude with which their services were treated, thus preventing the best men from accepting the office. Remedies for these evils were also suggested; viz., compensation for services, penalties for neglect, and an annual report by each committee. III. *Apathy on the part of the community* in relation to schools. This is of two kinds. The apathy of those indifferent to all education, which, in the influx of an ignorant and degraded population, would naturally increase; and apathy toward the public or free schools, on the part of those who considered them as not supplying the education needed, and hence sought to procure that education for their children, in academies and private schools. Under this head, he propounded the true theory of public schools, the measures necessary to secure their efficiency, and the objections to private schools as means of popular education. IV. *Competency of Teachers.* The obstacles to this competency were considered; viz., low compensation, preventing its being followed as a profession; the low standard of attainment required; and the ulterior objects of those who engaged in it temporarily. With a few remarks concerning the necessity of school registers, apparatus, &c., and the best time for the election of school officers, the report closed.

Mr. Mann's second report, after briefly reviewing the evidences of progress in Nantucket, and some other large towns, during the previous year, and the delinquencies of others, is mainly occupied with the discussion of the importance of better instruction in language, in the public schools, and the best methods of effecting it. The existing methods of instruction in spelling and reading are described, their defects noted, and the measures proposed for remedying them mentioned. The teaching of the young child words before letters (a plan previously advocated by Dr. Gallaudet,) is strongly recommended, and cogent reasons given for its adoption. The faulty character of the selections in school reading-books, are noticed, their want of connection and interest to the pupil, the utter unintelligibility of many of them; spellers and definers discarded as suitable means of giving children ideas of the meaning of words; dictionaries for study, regarded

as better, but still exceptional—the preparation of readers, detailing in simple and interesting style, events of home life—popular treatises on natural science—voyages and travels and, as the vocabulary of the pupil increases, and his perceptions of matters of argument and reason increases, the advance to the discussion of higher topics may be encouraged. Compositions, translations, and paraphrases, should be required early, and generally should be of a descriptive rather than a didactic character. The effects of this method of instruction are portrayed in the vivid language of the secretary—its elevation of the taste, refinement of the manners, and the preparation which it would give the community for the enjoyment of a higher and purer literature. With a brief discussion of the question whether the Board of Education should recommend a series of school books, and some incidental allusions to matters of detail, the report closes.

Mr. Mann commences his THIRD REPORT with congratulations to the Board of Education, on the evidences of progress and improvement evinced by the school returns, and other facts which he lays before them; and, after stating briefly the efforts made for the instruction of children on the lines of railroad then in course of construction, and the number and character of the violations of the laws relative to the employment of children in manufactories, without giving them opportunities of education, he proceeds to discuss, in all its bearings, the necessity of libraries in school districts. He gives at length, statistics, carefully collected, relative to the number, character, and accessibility of the existing libraries in the state, showing that there were in the state, including college, society, theological, and other public libraries, some 300,000 volumes; that the use of them was confined to not over 100,000 persons, while 600,000 had no access to them—that one hundred towns of the state had no public libraries of any description; that of the books in the libraries, very few, not over one-twentieth, were adapted to the use of children, or young persons; that many of them were out of date, old, and incorrect; that the greater part of those in circulation were works of fiction, and many of them of injurious or immoral tendency, while a few were composed mainly of historical and scientific works. Other facts are stated, showing the prevalent tendency in the popular mind, to read only, or mainly, works of fiction and amusement. The mental and moral influence of various descriptions of reading, is next fully discussed. The effect of reading, in the formation and development of character illustrated. Statistics are next given of the lyceum and other lectures, maintained in the state, their advantages and disadvantages are shown, and the impossibility of their acting as substitutes for libraries, in the work of public instruction, fully demonstrated. The reasons why school district libraries should be established, and at the expense of the state, in part, are forcibly stated—the density of the population, the necessity for high education to sustain such a population—the advantages of the subdivision of districts, in carrying libraries to every man's neighborhood—the inability of the small districts to compete, unaided, with the larger, in supplying themselves with libraries, yet their greater need of them, from the brevity of their period of school sessions, are all urged. The character of the books necessary for such libraries, is then dwelt upon; natural science, biography, well-written history, agricultural and popular scientific works—works on physiology and hygiene, on morals and their applications—and, when practicable, biographical dictionaries, encyclopedias, and other works of a similar character, as reference books, are specified. The general demand for libraries, throughout the state, is noticed in conclusion.

In his FOURTH REPORT, Mr. Mann, after a brief general review of the gratifying progress of the state, in educational matters, in the three years preceding, and a portrayal of the material advantages which would ensue from the publication and circulation of the abstracts of the school reports, enters upon a full discussion of the topics suggested by these reports, prefacing it by a brief account of the principles on which schools have been supported since 1647, in Massachusetts.

The topics treated are the following: school districts—the evils of their minute subdivision—the remedies suggested are the reunion of small districts, the placing the whole management of the schools, where it was placed originally, in the hands of the towns, and the organization of union schools for the older scholars. The last measure is urged on the grounds of the economy of the plan, and the advantage gained in management and discipline; the condition and repair of school-houses is next considered, and a tax suggested, once in three or five years, to furnish means to the committee to keep the school-house in good repair. The inefficiency and unproductiveness of expenditure for public instruction, is next dwelt upon—the statistics of private school expenditure for instruction, in the branches taught in the public schools, given; its wastefulness shown; the greater advantages which would result from the expenditure of the same sum on the public schools, demonstrated; and the moral evils which the present course causes, exhibited. The suggestions of the reports in regard to *teachers*, are then considered. The advantage of increasing the number of female teachers, discussed; the deficiencies in the qualifications of those examined, commented upon; and the necessity of their possessing a thorough knowledge of common school studies, aptness to teach, ability in management and discipline, good manners, and unexceptionable morals, urged. The necessity of strict uniformity in school books, is demonstrated; the advantages arising from the introduction of school apparatus and school libraries, mentioned; constancy and punctuality of attendance urged, on the grounds of the monstrous loss and waste of time and money which are involved in irregularity and absence; and the fearful deprivation of the best hours of life to the young, a loss not to be repaired. The enforcement of regular and punctual attendance is advised, by the efforts of the teachers to attach children to the school, by the use of the register, the notification of parents, the example of the teacher, and appeals to parents and guardians to encourage it. The duties of superintending or town committees, and of prudential committees, are briefly considered; manifestation of parental interest in the schools, the evils of forcible breaking up the schools, and of absences from final examinations, referred to; and the report closes with a general retrospect.

In his FIFTH REPORT, Mr. Mann, after his usual resumé of the results attained the previous year, and a few remarks on the advantage of increasing the number of meetings, and multiplying the points at which conventions of the friends of education should assemble, and some passing notice of the improvement in school districts, school-houses, appropriations of money by the towns, amount and regularity of attendance, length of schools, and uniformity of school books, discusses at length the best methods of ascertaining the qualifications of teachers for their work, a duty devolving, by law, on the town or superintending committees. Under the head of moral character, he recommends, where the candidate is not previously known to the committee, strict scrutiny of his credentials, and a registry of the names of those who recommend them, and denounces, in the strongest terms, those who would be guilty of furnishing recommendations to persons

morally disqualified for the high calling of teachers of youth. Passing over the matter of the scholarship of the teacher, which can generally be ascertained without much difficulty, he next considers the best method of ascertaining the ability of the teacher to impart knowledge, and his capacity for managing and governing a school—points of great importance, but which many of the school committees had declared impossible to be ascertained. In regard to the first, he recommends that the candidate should be questioned on his method of using the blackboard, his mode of teaching reading, whether he requires the children to understand the meaning of the words, and the sense of the passage read, his instruction in pronunciation, his time and method of teaching the arithmetical signs, his mode of instructing in geography, grammar, and arithmetic, his practice in regard to reviews, alternations of studies, &c. In relation to his ability to manage and govern a school, he suggests inquiries into his methods of preserving order and quiet in his school; his views relative to the necessity and frequency of corporeal punishment; his practice in exciting emulation by prizes, &c. He also suggests that inquiry should be made in regard to the special preparation made by the candidate for teaching, what instruction he has received on the art of teaching, either in normal schools, or from books or teachers' periodicals. Some further suggestions are thus made relative to the details of the examination of teachers.

The two Shaker societies had the previous year refused to allow their teachers to be examined, or their schools visited. The secretary shows, with great force, the absurdity of their course, and then passes to illustrate, by means of statistics and otherwise, the inequality in the means of education in different towns in the state. The facts being stated, he demonstrates by irrefragible arguments, and by the testimony of several of the largest employers of labor in the commonwealth, the difference which this inequality of education makes in the productive value of the labor of the educated and uneducated. He thus shows, conclusively, that the state and individuals would be very greatly the gainers, in a pecuniary sense, by the universal diffusion of education. That a person with a good common school education will, in the same business, ordinarily earn fifty per cent. more than one without education—and this with less injury or expense of tools or machinery; and that such persons usually live better, and are better members of society. The argument is an admirable one.

In his SIXTH REPORT, Mr. Mann passes in review the progress of the preceding year, in the school appropriations, the attendance, vacations in the annual schools, employment of female teachers, compensation of teachers, reports of school committees, breaking up of schools, qualifications of teachers, dismission of incompetent teachers, school registers, and school district libraries; and proceeds, under the head of ***selection of studies***, to urge the importance of the introduction of the study of physiology into the schools. To do this effectually, he goes at considerable length into a statement and illustration of the laws of life and health, and the daily and hourly violations of them by the masses. He also submits the opinions of eminent physicians in regard to the importance of the study of physiology and hygiene to the young, and enforces these opinions by further argument and illustration. This portion of the report furnishes, in itself, an admirable essay on physiology and hygiene, and is well worthy of perusal and study.

Mr. Mann, in his SEVENTH REPORT, after his customary review of the condition of the schools of the state, proceeds to give an account of the observations made

in his European tour of the preceding year, in which he had visited a large number of schools in England, Ireland, Scotland, Prussia, Germany, Holland, Belgium, and France. He visited not only the public schools of these countries, but their institutions for the blind, deaf mutes, orphans, vagrants, and juvenile offenders, also. Leaving these topics, however, Mr. Mann comes again upon his own appropriate ground, and considers the fearful evils of a partial system of education, as exhibited in England, giving numerous facts demonstrating the great inequality of the opportunities of education, the disproportion in the salaries of teachers, the vile and often degrading and obscene books used in the lowest class of schools, and the necessity of a general supervisory power on the subject of education. The school-houses, with the exception of some of the palaces devoted to private or endowed schools in England, he regarded as decidedly inferior to those of Massachusetts, in convenience and in ventilation. The reading-books, especially in Germany, were better than ours, as being more practical in their character. There was but little more apparatus there than here. The blackboard was universally used, and for more purposes than here. In some schools he found the standard weights and measures of the country—a valuable aid to the understanding of the comparative quantities contained in them. In some of the schools, as in Holland, there were cards containing fac-similes of the coins of the realm; reading boards or frames (since introduced here,) were also found there. Models of implements of utility, collections of shells, minerals, seeds, woods, &c., and occasionally paintings of considerable value; and, in nearly all, tasteful though cheap engravings and maps adorned the walls. The Lancasterian schools he found upon the wane, a " more excellent way " having been substituted for them. He was much pleased with the mental activity displayed in the Scotch schools, and with the thoroughness of their training in reading, and in exercises in language, but thought there was too much harshness, and too strong appeals to emulation in their management.

But the Prussian schools were, in his view, superior to any others he saw in Europe. After reviewing briefly the orphan and vagrant schools of Potsdam, Halle, and Horn, giving to the apostolic Wichern his due meed of praise, he proceeds to treat of the classification of the Prussian schools, the method of teaching in the primary classes; and here he urges with great force the advantage of the system adopted there of teaching words before letters. He also suggests that the phonic or *lautir* method of spelling, which he found in use in Prussia, might with advantage be adopted here. After a brief reference to the way in which reading is taught in the higher classes, he proceeds to speak of their methods of instruction in arithmetic and mathematics, in grammar and composition. In writing and drawing, in geography, by the sketching of outlines on the blackboard; in thinking exercises, knowledge of nature, the world, and society; alluding, under these heads, to the careful and thorough preparation of the teachers for their work of instruction, and the entire absence of text-books, in instruction in Bible history and music, which he found universally taught in Prussia. He next gives an account of the seminaries for teachers, the preliminary course in which their eligibility to become members of the seminaries for teachers was decided, the course of instruction, its extreme thoroughness, and the high moral and religious tone of the instruction. In reviewing the period spent in Prussia and Saxony, he states these facts, viz., that he never saw a teacher hearing a lesson with a book in his hand; he never saw a teacher sitting; and he never saw

a child either arraigned for punishment, undergoing it, or having recently been punished. He does not intend to imply, by the last remark, that corporeal punishment was entirely discarded, but that it was very seldom necessary to resort to it. The earnestness and interest of the teachers in their work, their evidently strong affection for their pupils, and the reciprocal affection engendered by this, were generally sufficient to produce obedience. Educational journals he found abundant, and well sustained. The school inspectors were men of high attainments, and qualified to fill the highest stations. School attendance was made compulsory by law, the parent being imprisoned if he neglected to send his child, after repeated warnings—but so well were the parents convinced of its advantages, that it was seldom necessary to appeal to the law. Mr. Mann next gives a brief account of the higher schools (the real and burger schools,) of Prussia and Saxony; and assigns the reasons why, though the young are thus educated, yet the nation is in a condition of such apathy.

He then proceeds to review some points, in the schools of other countries which he visited. Corporeal punishment was not used in Holland. In Scotland and England, on the contrary, it was in full force; and, in some of the proprietary and endowed schools of England, solitary confinement still prevailed. In France, he found the system of ***surveillance*** in force in the boarding-schools and colleges—the watching being as close as in a prison. Emulation is an incentive in the English and Scotch schools, of all grades; and is allowed, though not extensively practiced, in the Prussian and Saxon schools. Its application to religious instruction and attainment, Mr. Mann thinks highly objectionable. The religious instruction, both in Great Britain and on the continent, is for the most part sectarian—a measure fraught with many and great evils, not the least of which are its political results. Mr. Mann closes with some eloquent reflections on the reasons we have for thankfulness that our lot was not cast among the effete, worn-out nations of Europe; but that here civilization could have new opportunities of trial, unembarrassed by prescriptive rights, hereditary nobility, an absolute government, feudalism, or pauperism; and sums up with this great truth, that "***In a republic, ignorance is a crime; and that private immorality is not less an opprobrium to the state than it is guilt in the perpetrator.***"

In his EIGHTH REPORT, after giving his usual statistics of the advance in the cause of education in the state, and a few remarks on the increasing employment of female teachers, the enlarged amount of town appropriations, the gratifying increase in the number of school libraries, and the painful necessity of breaking up schools from the incompetency of teachers, he advocates, at some length, the organization of teachers' institutes (which had already been established in New York,) and recommends an appropriation for the purpose; he also notices, with approbation, the organization of county and town teachers' associations, suggests that school registers should hereafter be provided, in book form; specifies the results of an inquiry into the number of towns in which the Bible is not used in the schools; and notices the causes which led to the removal of one of the state normal schools from Lexington to West Newton. He then proceeds to discuss the question of the ***distribution of the school moneys among the districts***, giving statistics of the methods heretofore adopted, which were exceedingly various; and, without entering into details, urging the view that the distribution should be made in such a way as to give equal advantages to each district. This does not necessarily require an equal expenditure in each; for one school may be large

and require one or more assistants, another may be small and require but one teacher; one may be composed mostly of large scholars and require a male teacher, another of small scholars and be benefited by having a good female teacher. Connected with this subject is the question of the power of the towns to raise money for school purposes, beyond the minimum required by the statute. Mr. Mann defends the liberal construction of the statute; not only from motives of humanity and philanthropy, but from the evident design of the law-makers, as demonstrated from other enactments bearing upon the question. Another point considered in the report, is the *teaching vocal music* in the schools. He states that about five hundred, or nearly one-sixth of the schools in the commonwealth have already adopted the practice of singing in school; and urges the importance of its universal adoption, from the natural taste for it in all classes, from its refining, softening, and purifying power, from the excellent results which it has produced in other countries, and in our own wherever it has been introduced, for its promotion of health, as furnishing the means of intellectual exercises, and for its social and moral influence. He quotes also the opinions of Dr. Chalmers, and of Napoleon, in regard to the power of music in controlling men. Having thus demonstrated the desirableness of this addition to school instruction, he proceeds to consider the means of accomplishing the object. He suggests that the ability to sing should, as far as possible, be made one of the qualifications of the teacher; and that, where this is impracticable, in the larger towns, a teacher should be hired, and in the smaller towns, benevolent persons, accomplished in the art, should volunteer to bestow instruction.

The NINTH REPORT commences with some statistics of great interest; one table, showing that there were but twenty-two towns in the commonwealth which had not availed themselves of the state provision for school libraries; another showing the progress of the school fund for ten years; a third giving the amount raised by the towns for school purposes, showing that the expenditure for schools, per annum, was more than one dollar for every inhabitant. The usual statistics in regard to length of schools, attendance, &c., are given; and the necessity of enforcing a more full and punctual attendance, urged with great earnestness and eloquence. The compensation of teachers is next considered, and the secretary urges the necessity of increased compensation, and a higher standard of qualification, especially for female teachers; on the ground of the severity and responsibility of their duties, the cost of training, and the fact that the best talent is now drawn away to private schools and seminaries, in other states, by the higher compensation offered them. The advantages of the new school register are pointed out; the cases in which schools were broken up through the incompetency of the teacher, or other causes, which had largely increased under the new law of the previous year, are next analyzed; the number of new teachers, and the comparatively small number who make teaching a profession, are noticed; an interesting narrative is given of the holding of the first teachers' institutes, whose organization was due to the liberality of Hon. Edmund Dwight; a retrospect of the year, its progress, and its signs of promise, are recorded; and Mr. Mann proceeds to discuss the duties of the state for the future, in the cause of education.

In connection with this subject, he speaks at considerable length of *school-motives*, and of some means for avoiding and extirpating *school vices*. Under these heads, he considers, first, the character, duties, and qualifications of the school

committees, urging the importance of their placing moral improvement, in their examinations of the school, in at least equal rank with intellectual progress, and that they should discountenance the effort on the part of teachers to encourage intellectual progress, at the expense of moral culture, or the development of the evil passions of our nature. He next passes to the motives that should actuate the teacher. He must not be a hireling. He must love children and love his work. The contemplation of his work, in its ever-changing character, and its beneficence should constantly excite him to new zeal, and exhilarate his spirits; if it do not, he is unfit for his work. He should enter the school-room as the friend and benefactor of his scholars; should aim to secure their good-will; should lead, not drive. Order must be maintained, but it should be maintained from reverence and regard for the teacher, and not from fear. No code of laws should be enacted, but every act should be submitted to the conscience of the school. *Is it right?* not *Is it written?* should be the question to be propounded by each scholar to his own conscience. It would be well for the teacher to speak of the duties to be done, of the reasons and rewards appertaining to them, rather than of offenses and their punishments. The moral instruction given by the teacher should have reference to their duties in school and at home; the duty of cultivating the spirit of honor and kindness to each other; the desire of aiding each other's improvement; the cowardice and meanness of attributing to others our own faults and offenses; the despicable character of falsehood and deception, &c., &c.

The government of the school is next considered; the influence of the fear of punishment, and of the restraint of higher motives, is compared; and, though corporeal punishment may be necessary in extreme cases, it should be abandoned when higher motives can be brought to bear upon the pupil. Fear is neither *curative* nor *restorative;* it is, at some times and in some cases, preventive, and hence should not be proscribed from the teacher's list of motives, but when both teacher and pupil reach that higher plane of action, for which, we are striving, we may hope to substitute love and duty for it. In this connection, Mr. Mann expresses himself decidedly opposed to the practice of expelling refractory and disobedient children from the school; they should be retained and subdued. In the exercises of the school-room, every true teacher will consider the train of *feeling*, not less than the train of *thought*, which is evolved; and the importance of being alive to the bearing and influence of them upon the character of his pupils can not be overrated.

Imperfect recitations, and their penalties, may exert an unhappy influence. The teacher should not induce them by giving too long lessons, and he should not suffer any scholar habitually to break down in recitation; and, above all, a class should not be allowed to do so, from the loss of the sense of shame, contempt for the study, and recklessness, which would follow. The other temptations in regard to lessons are next considered, and the means of obviating and overcoming them stated. The slurring or shirking lessons, the acted falsehood of procuring others to do the work, and then presenting it as the pupil's own, the prompting others at recitation, and the relying on others to prompt one, and the evils which follow from them, and the best means of preventing them, are fully stated. The use of keys, or answers, in mathematical studies, is also condemned, not more for the ignorance of the principles of mathematics which it exhibits, than for the deception and falsehood which it inevitably occasions; and the teacher

is recommended to give out original questions and problems, to thwart the practice.

The prevention of whispering, and other forms of communication, is the next topic considered, and the various methods taken to prevent it are discussed, and the moral danger attendant upon some of them noticed. The intense occupation of the pupils, and the elevation of the moral standard to such a tone as shall array the moral force of the pupils against whispering, and in favor of self-denial, are commended as the most effectual preventive.

Truancy is another school-vice to be overcome. This can be done by rendering the school attractive, by careful and accurate registration, and by frequent conference with parents. The *motives* to be brought to bear on children are numerous. The objects of knowledge should be made attractive, both by their order of presentation and the manner of exhibiting them; this requires high powers and attainments on the part of the teacher. Fear, ambition, emulation, if used as motives, must be used sparingly, and with a full consciousness of the evils which would result from their excessive application. The relative rank which is assigned to mental and moral qualities in the teacher's mind, will determine the propriety or impropriety of using emulation as an incentive. With some appropriate remarks on the preparation for school examinations, showing the necessity of their being only the measure of the actual progress of the pupils in knowledge, and some admirable suggestions on the possibility of inculcating moral lessons through intellectual exercises, and a contrast of the inductive with the dogmatic method of instruction, this able report closes.

Mr. Mann's TENTH REPORT commences with the announcement of some cheering facts relative to the advancement of the cause of education in the state. The amount appropriated by the towns for the support of schools, had risen from $400,000, in 1837, to $620,000, in 1845. The number of female teachers employed had increased from 3591 to 4997, while the number of male teachers was only 215 more than nine years previous. More than $1,200,000 had been expended during the same period for the erection and repair of school-houses; the amount of apparatus had increased a hundred fold; the methods of instruction, through the influence of normal schools and teachers' institutes, and the greater strictness of examinations, had been greatly improved. Examinations both of teachers and schools had been conducted, in many instances, by written or printed questions. The government and discipline of the schools had been much improved; induced by a higher degree of competency on the parts of the teachers, more careful examination of the teachers, and visitation of the schools, and deeper interest on the part of parents; five hundred schools, almost one-sixth of the entire number, had been taught, and well taught, without a resort to corporeal punishment. The aggregate attendance had been a little advanced, though too little; and the average length of the schools had increased, since 1837, fifteen per cent. The circulation of the school abstracts had accomplished a vast amount of good, and the teachers' institutes and normal schools, were well attended, and were qualifying a better class of teachers for the state.

Having stated these encouraging facts, Mr. Mann next proceeds to give some account of the Massachusetts school system, commencing with the history of its origin and the arguments for a system of *free schools*. He specifies, first, the argument adduced for it by its early founders,—the necessity of universal education for the promotion of the Protestant faith,—an insufficient argument, because on

that ground the Romanist should oppose it; next, the argument that it was necessary for the preservation and perpetuity of republican institutions; this, too, an untenable ground, as a monarchist should, in that case, be opposed to it; the argument of the political economist, and of the moralist, who extends the positions of the economist, are next stated; and Mr. Mann proceeds to defend free schools, by an argument resting on higher grounds than either. Laying down the postulate that every child of the human family has the same right to an education that he has to inhale the air which keeps him in life, or to enjoy the light of the sun, or to receive that shelter, protection, and nourishment, which are necessary to the continuance of his bodily existence, he proceeds to defend this postulate by the following argument. Property, whether real or personal, has for its main, primary, and natural elements and ingredients, the riches of the soil, the treasures of the sea, the light and warmth of the sun, fertilizing clouds, streams, and dews, the wind, and the chemical and vegetative agencies of nature. But these are the gifts of God, not to individuals, but to the race; hence the individual can have but a life tenure, and is bound to transmit the property thus acquired, not only unimpaired, but improved, to the next generation. Again, of that portion of property which may be said to be the direct result of human toil, how very small a portion is there, for which the present generation is not indebted to those which have preceded it; our government, laws, institutions, our houses, roads, churches, the arts, sciences, discoveries, and inventions, by which we are enabled to apply labor profitably, were all, or most of them, handed down to us by those who have preceded us; and we are but the trustees of the accumulations of the ages to those who shall come after us. It follows from these premises that the next generation have a claim on that which we hold as property, such as the ward has upon the guardian, and hence there is an obligation on us to qualify those yet in their minority, for their future inheritance, and they have a right to the use of so much of their future inheritance as may be necessary thus to qualify them, before they come into full possession. Mr. Mann illustrated this also in other ways, as by the case of several proprietors of land on the same stream, where those above can not corrupt, or injure the quality, or diminish the quantity, of water to which those below are entitled, and thus the occupant below has some claim upon the waters above, before they reach his land; or, in the case of persons occupying the same vicinity, one can not injure or vitiate the quality of the atmosphere, which the others are to breathe. He sums up the argument as follows: "The successive generations of men, taken collectively, constitute one great commonwealth."

The property of this commonwealth is pledged for the education of all its youth, up to such a point as will save them from poverty and vice, and prepare them for the adequate performance of their social and civil duties.

The successive holders of this property are trustees, bound to the faithful execution of their trust by the most sacred obligations; because embezzlement and pillage from children and descendants, are as criminal as the same offenses, when perpetrated against contemporaries. Having thus laid his foundations broad and deep, he proceeds to show how the free school system of Massachusetts is reared upon them; giving first the constitutional provision relative to free schools, and then, under the following heads, in popular language, the substance of the legal enactment, and decisions bearing on the subject. Territorial organization of the state, duty of towns to maintain schools (giving under this head the decision

of the supreme court in the case of Cushing *vs.* Inhabitants of Newburyport,) school districts, prudential committees, district school-houses, school district taxes, contiguous school districts, in adjoining towns, union school districts, school committees, duty of the town committee to provide a school when the prudential committee fails to do so, duty of the town committee in regard to schools kept for the benefit of all the inhabitants of the town, visitation of schools, school-books, religious liberty, teachers, Board of Education, school registers, inquiries and returns, committees' reports, school abstracts, reports of the Board of Education, apparatus, district school libraries, state normal schools, teachers' institutes, penalties for not providing and for withholding the means of education, aids and encouragements to education, provision for answering the requests of other states and countries.

With an eloquent peroration on the results which have already been realized from this general diffusion of education in the state, Mr. Mann closes this long and able report, occupying in all nearly 300 pages.

The ELEVENTH REPORT announces an advance of more than $50,000 over the preceding year in the appropriations for the support of schools, an increase of 241 in the number of female teachers employed, and an advance in the monthly stipend paid to both male and female teachers; which, however, especially in the case of females, it still pronounces far below what it should be, and urges a decided increase. The schools were held an average period of eight months, and the attendance was also increasing. The tables in the school abstracts had been prepared by the secretary, and an important one added, arranging the towns in the state in the order of their merit or delinquency in regard to attendance of scholars; thus demonstrating an important fact, that the attendance was much better in the scattered rural districts than in the cities and large towns. In this connection he suggests the importance of a change in the apportionment of the income of the school fund, bestowing it according to the actual attendance upon the schools, and urges some potent reasons for such a measure; he refers to an error in the act of 1847, relative to the forwarding reports and returns by the school committees, suggests some improvements in regard to holding teachers' institutes, and to the condition of the state normal schools, &c., and then proceeds to discuss a topic which he deems of vital interest to the state, viz., *The power of common schools, if under proper management and control, and attended by all the children of the state, to redeem the state from social vices and crimes.* During the preceding year, Mr. Mann had addressed a circular to John Griscom, Esq., an eminent teacher and reformer, David P. Page, Esq., of the New York State Normal School, Solomon Adams, Esq., Rev. Jacob Abbott, F. A. Adams, Esq., E. A. Andrews, Esq., Roger S. Howard, Esq., and Miss Catherine E. Beecher, all distinguished and experienced teachers, in which, after stating that he regarded high moral qualifications as an essential to successful teaching, he had propounded the following queries:—

1. "How many years have you been engaged in school-keeping; and whether in the country, or populous towns, or cities?"

2. "About how many children have you had under your care; of which sex, and between what ages?"

3. "Should all our schools be kept by teachers of high intellectual and moral qualifications, and should all the children in the community be brought within these schools for ten months in a year, from the age of four to that of sixteen years; then what proportion,—what per centage,—of such children as you have

had under your care, could, in your opinion, be so educated and trained, that their existence, on going out into the world, would be a benefit and not a detriment, an honor and not a shame, to society? Or, to state the question in a general form, if all children were brought within the salutary and auspicious influences I have here supposed, what per centage of them should you pronounce to be irreclaimable and hopeless? Of course, I do not speak of imbeciles or idiots, but only of rational and accountable beings."

The persons to whom these inquiries were addressed, were all believers in the Calvinistic doctrine of total depravity, and a transmitted sinful nature, so that no theory of the innate goodness, or perfectibility of human nature, could have influenced their opinion, yet there is a wonderful unanimity in the views they expressed. Mr. Griscom, a cautious, careful member of the Society of Friends, a teacher for forty-two or forty-three years, replied: "My belief is that, under the conditions mentioned in the question, not more than two per cent. would be irreclaimable nuisances to society, and that ninety-five per cent. would be supporters of the moral welfare of the community in which they resided. * * * * * Finally, in the predicament last stated in the circular, and supposing the teachers to be imbued with the gospel spirit, I believe there would not be more than *one half of one per cent.* of the children educated, on whom a wise judge would be compelled to pronounce the doom of hopelessness and irreclaimability."

Mr. Page says, under the circumstances stated, "I should scarcely expect, after the first generation of children submitted to the experiment, to fail, in a single case, to secure the results you have named."

Mr. S. Adams says: "So far as my own experience goes, so far as my knowledge of the experience of others extends, so far as the statistics of crime throw any light on the subject, I should confidently expect that ninety-nine in a hundred, and I think even more, with such means of education as you have supposed, and with such divine favor as we are authorized to expect, would become good members of society, the supporters of order and law, and truth and justice, and all righteousness."

Rev. Jacob Abbott replies: "If all our schools were under the charge of teachers possessing what I regard as the right intellectual and moral qualifications, and if all the children in the community were brought under the influence of these schools, for ten months in the year, I think the work of training up *the whole community* to intelligence and virtue, would soon be accomplished, as completely as any human end can be obtained by human means."

Mr. F. A. Adams had met with but two boys, out of nearly four hundred, who had been under his care, of whose correct conduct, under the circumstances supposed, he would have any doubt; and even them he could not regard as utterly irreclaimable.

Mr. E. A. Andrews replies: "On these conditions, and under these circumstances, I do not hesitate to express the opinion that the failures need not be,—would not be,—one per cent."

Miss Beecher says: "Let it be so arranged that all these children shall remain till sixteen, under their teachers, and also that they shall spend their lives in this city (*i. e.* the city where they had been taught,) and I have no hesitation in saying, I do not believe that *one*, no, *not a single one*, would fail of proving a respectable and prosperous member of society; nay, more, I believe every one would, at the close of life, find admission into the world of peace and love."

Having obtained such weighty evidence in favor of the plan suggested, Mr. Mann proceeds to consider what is necessary to carry it out, and states, as the prerequisites, the advancement of all the teachers of the state to the physical, intellectual, and moral qualifications of those who now occupy the highest rank; and, second, the power of enforcing the attendance of all the children of the state in school ten months in the year, during the period between the ages of four and sixteen. Can these prerequisites be attained? He believes they can, and urges the following considerations. The talent and ability for a supply of such teachers as are required, sufficient for this demand, exists in the state, as is evident from the large number who, entering at first on the teacher's profession, forsake it for those more lucrative, and considered more honorable, and who attain in these high distinction. If the standard of requirements was raised, and the compensation put as high as the average of other professions, the number would soon be sufficient; that the state could afford to do this, is demonstrated from the fact that the expense would not exceed three times what it is now, and the saving effected in the diminution of crime and vice, as is easily proved, would amount to tenfold the cost.

In regard to attendance, he shows that the previous legislation of Massachusetts, and other states, settles the question of the power of enforcing attendance; that in most cases it would be a benefit to the parent, and in all to the child; that in the case of the vicious and indolent parent, who now lives on his child's labor, it is but justice; and in the case of the honest and virtuous poor, to whom it might be a hardship, the state could and should compensate for the loss of service. In regard to the loss of service to the public, he demonstrates that the number employed is comparatively few, and that, in these cases, the more intelligent labor of the educated child, over sixteen years of age, would be sufficiently profitable to compensate for any loss which might otherwise ensue. He then urges, in a most eloquent appeal to the Board, the importance of taking this bold step forward, and securing to the rising generation *Universality of Education.*

Some months prior to the presentation of his TWELFTH AND LAST REPORT, Mr. Mann had resigned his office as secretary of the Board of Education, in consequence of his election to Congress. This report was prepared at the request of the Board, as his farewell address to those with whom, and for whom, he had, for almost twelve years, so faithfully labored.

In this report he reviews his past labors, contrasting the condition of the public schools of the commonwealth, at the time he accepted office, with their present state, enumerating, with a justifiable pride, the doubling of the appropriations for schools, the expenditure of $2,200,000 on school-houses during the period, the rapid increase of female teachers, as indicating the high intellectual culture of the sex, the increase in attendance, the organization and successful operation of the state normal schools and teachers' institutes, the district school libraries, which, in some seven or eight years, had risen from nothing, to an aggregate of more than 91,000 volumes, and the beneficent legislation of the past two years, by which the sphere of the teachers' institutes was enlarged, power given to take land on appraisal for the location of school-houses, the inmates of jails and houses of correction provided with instruction, the idiot and imbecile brought under humanizing and enlightening influences, and the juvenile offender reformed, instead of being brutalized by the associations of a prison. Having thus laid before the Board the existing condition of education in the state, he proceeds, as in his former reports, to discuss a particular topic, or class of topics more at length.

Announcing, as his general subject, "The capacities of our present school system to improve the pecuniary condition, and to elevate the intellectual and moral character of the commonwealth," he proceeds to show the comparative insignificance of Massachusetts with most of the other states in territorial extent; its paucity of mineral resources, and of natural facilities for internal intercourse; its rock-bound and sterile soil, and its political inferiority in the number of its representatives in the national councils; and then, in a passage of rare eloquence and beauty, a regal gem, even among his profusion of brilliant passages, he urges that her very diminutiveness should be a stimulus to higher achievements; and that "the narrow strip of half-cultivated land, that lies between her eastern and western boundaries, is not Massachusetts; but her noble and incorruptible men, her pure and exalted women, the children in all her schools, whose daily lessons are the preludes and rehearsals of the great duties of life, and the prophecies of future eminence,—THESE ARE THE STATE." Developing and applying this idea, he proceeds to consider the common school as the most effective and benignant of all the forces of civilization and progress, and to show how the true business of the school-room connects itself and becomes identical with the great interests of society. He considers, first, the influence of correct views of *physical education*, such as might be disseminated from the school-room. By means of this, life might be prolonged, sickness, insanity, and pain prevented, weakness replaced by vigor, the appetites controlled, and the vices of excess subdued, and the body, God's earthly temple, made fit and seemly for the abode of an indwelling divinity.

Considering next the beneficial effects of a universal diffusion of intellectual education on the community, and especially a community situated like Massachusetts, he shows, by numerous illustrations, that the only efficient preventive of the division of society into a wealthy aristocracy and a poor and dependent laboring class, is that intellectual culture, which shall make the poor in money the equal of the rich, in intellectual power, in inventive genius, and in that skill and creative energy which, whatever may be their employment, will prevent them from remaining in the ranks of the poor. He passes next to the consideration of political education, and its influence in the promotion of wise action, in all that appertains to the government of the state or the nation; in the prevention of arbitrary exactions, of monopolies, of lotteries, and of licenses for the commission of crime; the too frequent administration of the oath, under circumstances inviting perjury; the preservation of the sanctity of the ballot-box; and the inculcation of those great principles of political science, which lie at the basis of all our institutions.

But far higher in importance is moral education. It is a primal necessity of social existence. Educated intellect, uncontrolled by moral principle, would be but the minister of evil. In all the history of man, intellect, unrestrained by conscience, has subverted right, and turned good into evil, until, spite of the restrictions of law, the arguments of the moralist, and the warnings and appeals of the minister of Christianity, it has attained a status so formidable, that some have been ready to give up the world as a total loss, utterly gone to wreck. The attempt to give to all the children of a community a careful moral training has not yet, however, been made; and, till this fails, we need not despair. We have in its favor the strongest testimony of experienced teachers, and, more than this, the declaration of holy writ: "Train up a child in the way he should go, and when he is old he will not depart from it." But to the full consummation of so glorious a result, more is needed than mere training, in morals. *Religious education* is

requisite. By this is meant, not sectarian education, not the teaching after and of this or that denomination, but those great truths of revelation in which all can agree, and which will cause men to know and reverence God, and love their fellow-men. The question how this religious education shall be conveyed to the young, is an important one. It must not be a religion established by government, with its formulas and creeds, for all history shows that this uniformly shelters and encourages the vilest hypocrisy and irreligion. It may not be done by permitting to one sect or another the control of all religious instruction. It can only, in our common schools, be accomplished by putting the Bible, the eternal rule of right, into the hands of the pupils, and causing the teacher, by precept, and above all by example, to enforce and illustrate its blessed teachings.

In this connection, Mr. Mann vindicates, at some length, the Board of Education, and himself, from the charge of encouraging or favoring irreligion, and, as it was charged, with advocating "*godless schools.*" He shows, conclusively, that both the Board and its secretary advocated and urged the use of the scriptures in all the schools, from some of which they had been rejected when he came into office, but were restored at his instance; that he and the Board opposed the teaching of denominational catechisms and sectarian instruction, as being inconsistent with the laws, and deleterious to the best interests, of the schools; and he demonstrates, conclusively, that any other course would have proved ruinous to the schools, of great and lasting injury to the community, and of no benefit even to the parties who urged it.

With a thrilling appeal to the citizens of Massachusetts to act worthy of their fathers, and of the noble destiny which the future has in reserve for them, Mr. Mann closes his report.

In a brief SUPPLEMENTARY REPORT, with his usual thoughtfulness for the welfare of others, he suggests to the Board, that his successor will need an office (which he had never had,) a clerk, and some compensation for his traveling expenses; and incidentally, though with great modesty, he unveils a part of his own arduous labors. He had averaged fifteen hours labor per diem, from the time of taking the office, had never had a day of relaxation, and, we may add, what he did not, had expended more than the half of his salary for the cause of education.

The foregoing brief synopsis of Mr. Mann's twelve annual reports to the Board of Education, will give the reader, who is not familiar with the documents themselves, only a faint idea of the fullness and ability with which the vast details of school organization, administration, instruction, and discipline, are discussed. To be appreciated they must be read; and we know of no series of educational reports, by one mind, in any language, so readable, or so instructive. We hope the author will consent to their republication—or, what will be better, will himself recast the whole into a complete treatise on the public schools of Massachusetts.

NOTE.—The original edition of these reports was long ago exhausted, but all except the 10th, 11th, and 12th, were republished in the "*Common School Journal*," sets of which can still be had. To bring the many valuable suggestions, eloquently expressed, of Mr. Mann to the knowledge of our readers, we shall enrich several of the subsequent numbers of our Journal with copious extracts from his publications, arranged under appropriate headings.

In addition to his annual and occasional lectures before county conventions, educational associations, teachers' institutes, and lyceums; and to his annual reports, as secretary, Mr. Mann himself contributed largely to the pages, and superintended the monthly publication, of the "*Common School Journal*," making ten octavo volumes, with which every public library of the country should be supplied, as a valuable part of our educational literature.

No inconsiderable portion of each year was given to the preparation of the Abstracts of the reports and returns of the school committees of the several towns of the Commonwealth—a labor, before his appointment, and since his retirement, performed by a clerk—but which was added to his other duties, and which was cheerfully performed, because of the intrinsic value of the documents thus prepared and published. The real progress and strength of the common school movement, can nowhere be better traced and felt, than in the statistical tables and reports of committees to the several towns, in these abstracts.

Added to all these labors was a correspondence with school officers, teachers, and active friends of educational improvement, both in and out of the state, which, in itself, was sufficient to employ a clerk during regular office hours, but which was performed by Mr. Mann, at such intervals, in any part of the day or night, as he could command, not otherwise appropriated.

To all these labors of the voice and pen—of brain and muscle—at home and abroad—must be added the "wear and tear" of spirits, as well as the physical labor of writing in defense of himself and the board, from numerous attacks which were made, from time to time, upon his and their measures and publications.

The most memorable of these attacks, as connected with the educational policy of the state, was the attempt made in the legislature of 1840, for the abolition of the Board of Education, the discontinuance of the normal schools, the payment back to Edmund Dwight of the money which he had given to aid in the advancement of these schools, and generally for setting things back to the point from which they had started three years before. A majority of the committee on education, sprang a bill upon the House for accomplishing these purposes, without the knowledge of the minority of the committee, who were favorable to the board, until a few hours before the report was submitted. No opportunity was allowed, either by the committee, or the house, for a counter report, but an attempt was made to drive the bill through, without delay and without debate. Delay was secured, a counter report was made by the minority, a debate was

had, and the wise policy of former legislatures in establishing the board, and in inaugurating the system of special institutions, and courses of training for the professional training of teachers was ably vindicated, and, contrary to all expectation, on the part of the best friends of the board, and the secretary, the measure was defeated, and so thoroughly, that no attempt was afterward made to discontinue this department of the government. The friends of public schools, and of special institutions, for the qualification and improvement of teachers, and of state supervision of the great interest of education, in every state, owe a large debt of gratitude to those men who achieved a triumph for the Board of Education, the normal schools, and Mr. Mann, in the legislature of Massachusetts, in 1840.* Defeat there and then, added to the disastrous policy in Pennsylvania, Ohio, and Connecticut, about the same time, in reference to common schools, would have changed the whole condition of public instruction in this country, for a half century, if not forever.

In the winter of 1844, the fundamental principle of the common school system of Massachusetts, its requiring of all teachers to inculcate the principles of piety, justice, universal benevolence, and other Christian virtues, and its prohibition of those things "which are calculated to favor the tenets of any particular sect"—the sole basis of common schools can be maintained among differing and discordant religious denominations—was assailed by violent attacks on the board and their secretary, on the ground that they, and particularly Mr. Mann, had, for the first time, asserted this principle, in such form and to such extent as to exclude all religious men and all distinctive religious instruction from the public schools, and their administration. To these grave charges, variously reiterated, Mr. Mann replied in "*Three Letters*," which were afterward republished in a pamphlet, entitled "*The Common School Controversy*." In these letters Mr. Mann vindicates, in a masterly manner, both the policy of the constitution and school laws of Massachusetts, in this regard, but showed, undeniably, that the charges made against the board—as to the questionable religious character of a majority of the members who had composed it, from time to time, and of the documents which the board or secretary had published, and as to the influence and results of their actions, and of their publication, so far as the same could be

* The majority and minority reports, together with letters from George B. Emerson, Samuel G. Howe, and remarks in the house of representatives, by Hon. John A. Shaw, of Bridgewater, afterward superintendent of public schools in New Orleans, will be found in the "*Common School Journal*" for August, 1840, Vol. II. pp. 225–46. Mr. Mann's own graphic account of the matter, will be found in an address, made by him, at the dedication of the new building erected for the State Normal School, at Bridgewater, in 1846, and which we shall append to this memoir.

measured and ascertained—were without the substance or semblance of truth. These letters, in their newspaper as well as their pamphlet form, attracted much attention, were widely commented upon in the religious as well as the secular press, and did much to disabuse the public mind of the prejudices which had been fostered against the board among many excellent people. The argument of these letters was again ably presented, in a more formal and elaborate manner, by Mr. Mann, in his twelfth annual report, and meets now with general, if not universal, acceptance.

But the document which had at once the widest circulation, and involved the author in the most varied, voluminous, and prolonged controversy, was his Seventh Annual Report, giving the results of his observations in the schools of Europe, in the summer of 1843. The attacks made from various quarters, as to Mr. Mann's statement of facts, or his speculations, as to modes of instructing deaf-mutes, of managing juvenile delinquents, and methods of instruction and discipline in public schools generally, and particularly in those of Prussia, with Mr. Mann's replies and explanations, did a vast amount of good, by attracting the attention of educated men, and of teachers, all over the country, to the condition of our own schools, both public and private, and to the adoption, very widely, of the methods described. The personal animosities which this controversy engendered, we trust, are allayed or forgotten; and we have no disposition to revive or perpetuate them by any further notice, except to remark that, in its progress, this controversy absorbed much time, and occasioned much wear and tear of spirits—but did not diminish the amount or variety of Mr. Mann's official labors. We are not sure but a good, sharp controversy is necessary to get the largest amount of work out of all the faculties of a mind constituted like that of Mr. Mann.

In retiring from his post, as secretary of the Board of Education, in the autumn of 1848, Mr. Mann can justly claim that his labors, during the twelve years he held the office, had more than realized all the promises of good to the common schools which their friends ever made, to induce the legislature to establish the policy of state supervision. If we turn to the "*Memorial of the Directors of the American Institute of Instruction*,"* praying for the appointment of a superintendent of common schools, drawn up by Mr. George B. Emerson, and presented to the legislature of Massachusetts, in 1836, we find that, in every way in which it was claimed an officer might act for the good of the schools, Mr. Mann did act with wonderful efficiency, and the largest results.

* We append this Memorial.

Of Mr. Mann's political career, this Journal is not the place to speak in detail. On the 23d of February, John Quincy Adams, who was the representative from the congressional district in which Mr. Mann resided, died in the United States House of Representatives, at Washington, and Mr. Mann had the great honor of being selected for two terms, by his constituents, as the most suitable person to succeed him. But great as was the urgency, and powerful as were the motives which led Mr. Mann to accept the nomination, and, on his election, to enter again the arena of political life, we, in common with many other personal and educational friends, regretted then, and regret now, his decision. It took him from a field purely beneficent, in which he was more widely known, and more highly appreciated, than any man living, and where he was every day gaining the willing attention of a larger audience, from all creeds and parties in every part of the country. By throwing himself, with his usual earnestness, and universally acknowledged ability, into the discussion of questions on which the country was already bitterly and widely divided, he cut himself off from the sympathy of a large portion of the people, even on questions which involve no party issues; and he soon became immersed in personal controversy, which exhausts the energies of the best minds, without accomplishing large and permanent results in the way of beneficent legislation. Whoever wishes to exert a powerful and permanent influence in the great field of school and educational improvement, must be able to command the attention and sympathy of large portions of all the great political parties into which the country, and every section of the country, is divided and sub-divided. Whatever hopes Mr. Mann, or his friends, entertained, as to his ability to induce the general government to aid, directly or indirectly, the establishment of an educational bureau, in connection with one of the departments at Washington, or with the Smithsonian Institution, were disappointed; and, after an experience of five years, during which time Mr. Mann was a candidate for the office of governor of Massachusetts, he returned again to the educational field, by accepting the presidency of Antioch College, at Yellow Springs, Ohio.

Antioch College was established under the auspices, and by the patronage, of a religious body, designated by themselves "Christians," because the "disciples were first called Christians in Antioch." Mr. Mann, since his residence at Yellow Springs, has united himself in ecclesiastical fellowship with this denomination, officiates for them on the Sabbath, and acts with them in the associations or conventions of their churches and congregations. In the administration and instruction of the college, Mr. Mann claims to stand on an unsectarian, al-

though christian, platform; but this claim has not shielded him, or the institution, from the assaults of other denominations—not even from the sect, whose charity in founding the college was not broad enough to tolerate such teaching in ethics and morals only, as would satisfy all professed believers in the New Testament.

The college was founded mainly on the "scholarship" principle—and as all the funds collected on this basis, and many thousand dollars more, were converted, not into a permanent fund to pay professors, and meet the annual expenses of the institution, but into buildings which yield no pecuniary income, it was soon ascertained that the larger the number of students sent up on scholarship certificates, the sooner would come the utter bankruptcy of the enterprise. Hence it has come to pass that, between the assaults of sectarian enemies—enemies from within and without the "Christian" church—and the importunate claims of creditors, Mr. Mann has been again involved in unprofitable controversy, and has been compelled to expend energies, needed to realize his large educational plans, in saving the college, as a literary institution, from the wreck of its financial policy.

In the original organization, and through Mr. Mann's entire management of Antioch College, thus far, he has aimed to secure three points, beyond the ordinary scope of American college discipline.

1. To secure for the female sex equal opportunities of education with the male, and to extend those opportunities in the same studies, and classes, and by the same instructors, after the manner of many academic institutions in different parts of the country.

2. To confer the college degrees only upon persons who have not only sustained the requisite literary and scientific character, but who, during their college course, have not been addicted to low and mean associations, nor branded with the stigma of any flagrant vice.

3. To establish, within the walls of the college, a common law, which shall abrogate and banish the now recognized "*Code of Honor*," and exhibit the true relation of students and Faculty to be that of a large family, in which each member regards the honor of others, and of the whole, as sacredly as his own, and does not withhold from the Faculty any knowledge of the transactions of students, which the best good of each student, and of the college, require to be known.

It is too early yet to speak of the success or failure of these plans, so far as they are new, and so far as they challenge comparison with older colleges. If they fail, it will not be from the want of ability, earnestness, and industry, on the part of HORACE MANN.

We should have mentioned that Mr. Mann received the degree of LL.D., from Harvard College, and from Brown University.

It is not the aim of this Journal, in its record of the activity and services of living teachers, and promoters of education, to pronounce a final judgment on the character of the subject of each memoir, or the comparative value of the services rendered. In this instance we copy from the "*American Phrenological Journal*" the following analysis of Mr. Mann's character and life, as dictated from a cast of his head, by a manipulator in the office of Messrs. Fowler, in New York. As Mr. Mann is a believer in the philosophy of Phrenology, he can not object that the record which nature has written "to be read of all men" is transcribed for the edification of our readers.

He has, naturally, great physical and mental activity, and a kind of wiryness of body without sufficient vital force to give the sustaining power necessary for long-continued physical or mental action. His body is slim and slight, yet very well proportioned in its parts. His lungs are not large, the digestive system is moderately developed, and the muscles are proportioned to the lack of vitality; hence he has not a high order of physical power, nor sufficient vitality to sustain such power did he possess it. His chief care in regard to the body should be to combine with his rigid temperance in gustatory matters, an equal amount of temperance in regard to labor, exposure of body, and labor of mind. He has, doubtless, already learned by experience, that physical activity and labor, within due bounds, are essential to clearness and strength of mind, as well as to health of body. He can not, at his age, by muscular labor in the open air, give hardness and great power to his physical system, yet he can in this way accumulate an apparent surplus of physical energy for a given mental effort that may tax the system to an unusual degree.

His brain is large for his body, and although the head in circumference is only of full size, the hight of it is unusually great. The head may be denominated a "three-story one," which gives elevation to his character, and an aspiring disposition. His power is moral and intellectual, rather than physical. We seldom find so large a brain in the tophead, in the region of the organs of reason, imagination, sympathy, dignity, perseverance, wit, and moral sentiment, joined with so little basilar brain in the region of the animal and selfish organs.

There are several peculiarities of development which deserve notice. The higher portion of the organ of combativeness is much larger than the lower; the latter being small, giving a disinclination for physical combat and a lack of animal courage, while the former being rather large, gives a tendency to intellectual conflict and moral courage. His destructiveness never leads to the infliction of unnecessary physical pain,—he dreads it, even upon an oyster, yet the anterior and upper part of the organ appears to be sharp and fully developed, which gives efficiency and severity of an intellectual and moral cast, as in criticism and reviews of opinions, character, and conduct, and imparts general thoroughness of disposition.

Secretiveness is insufficient to produce more than ordinary policy and cunning, but the anterior part of the organ, which works with intellect and the elements of taste, imparts an elevated and intellectual policy, which acts in the adjustment of thoughts in such a way that they sting error without offending delicacy. His cautiousness is large in the anterior part, which leads to watchfulness, and that care and painstaking which plans for prospective dangers and emergencies, and guards against accidents, while the posterior part of the organ is not large enough to produce timidity; hence he frequently appears more courageous and brave than the development of the organs of combativeness and destructiveness could inspire him to be. Having planned a course of action, he proceeds among dangers with a full consciousness of their position and character, and, to an observer, seems reckless of them; as a pilot, who knows well where the rocks and bars lie about the channel, steers among them under full sail, to the terror of those who know there are rocks, but are not certain that the pilot knows their locality.

His constructiveness is largely developed, especially in its upper portion, giving

planning talent and engineering ability, and greatly aids him in the construction of a subject and arrangement of thoughts, so as to produce the desired effect with the least friction. The lower, or tool-using part of the organ, is sufficiently developed to give fair practical mechanical talent, but his power in respect to mechanism is less as an executor than as a designer. Were he to devote himself to mechanism, his tendency would be upward toward the artistic, as in fine cutlery, mathematical instruments, and the like.

Ideality is large, which gives not only good taste in respect to the beauties of nature and art, but acts with the moral sentiments and intellect to give polish, refinement, and elevation to thought, sentiment, and expression. Whatever is rude, unbalanced, and imperfect, displeases him; hence he seeks to refine and polish whatever he says and does.

His sublimity is large, and, in conjunction with veneration and firmness, gives a passion for mountain scenery, and whatever is grand in the machinery of the universe; hence he would pursue astronomy with passionate fondness as a field for the range of sentiment, as well as for mathematical study.

If he has any one moral sentiment that overmasters all the rest, and in any sense warps his judgment, it is benevolence, and he will more frequently be called radical and infatuated when following its instincts than from any other cause. It stimulates his conscientiousness, fortifies his pride and ambition, strengthens perseverance, arouses energy, invokes logic, and awakens wit to do its bidding and minister to its ends, and it may therefore be called the "team" of his mind, the central mental element of his nature.

He has a remarkable development of firmness. That organ is both very large and sharp, indicating that it has been unusually stimulated to activity by circumstances, as if his course of life had been a pioneering one,—breaking new ground, enforcing new modes of thought, and running counter to opposition, and the opinions and customs of ages.

In respect to self-esteem, he has more of that portion of it that gives dignity and manliness than of that which imparts a dictatorial, domineering spirit. In early life he was inclined to defer to others, to shrink from responsibility, to feel that others could do more and better than he; at the same time he had no lack of personal self-respect. That part of self-esteem that produces the dictating spirit, and the disposition to take responsibility, has been developed along with firmness, and doubtless from the same cause and course of life.

His conscientiousness is very large, and particularly so in the outer part of it, joining cautiousness, which gives him moral circumspection, carefulness to *do* right, as well as to entertain just principles; hence he feels its binding force just as much in the details of life, in the practical duties of the day, as in respect to fundamental moral principles; hence the law of expediency, as such, when brought in conflict with the law of right, becomes nugatory.

His hope stretches forward prophetically,—he works for the future. He hopes for little in the present, except that which he, by dint of care and effort, can bring to pass; and he is less inclined to trust his business or interests in other hands than most men. He feels that he must be in his affairs personally, and have an eye over and a hand in the matter, or it will in some way go wrong. His hope inspires to effort, but not to expect success from luck, chance, or fortune, without labor and vigilance. He is not a man to lie quietly on the sunny side of present prosperity, expecting that "to-morrow shall be as this day, and much more abundant," but to plow and sow, in the storm if need be; yet he looks confidently for the harvest, however remote it may be. This is as true of him in morals as in business.

He has not a high degree of credulity. That part of the organ of marvelousness or spirituality which most influences his character, is the inner or higher part of it, which gives spiritual or religious faith, reliance upon truth and first principles; and, although he is radical and progressive, he is by no means credulous. His mind is very critical, and rather skeptical, so much so that he takes little upon trust, and feels impelled to a thorough, rigid examination of whatever may be presented for his adoption; nor is his large causality satisfied with any thing short of this, for it leads him to seek "a base line" for every thing in business, in propositions, or in morals, as well as in mathematics.

Imitation and agreeableness are large, which give him the power of mental

assimulation and harmony. He can reconcile apparently discordant things, or meet those who think differently from himself, without making manifest, in a high degree, the real difference that may exist between them, and he will so far conform to an opponent as not to seem in opposition, until, by asking questions and quoting particulars, he can show good reasons for a counter belief thus, and lead his adversary into his own mode of thought.

He has the organ called human nature large, which leads him instinctively to the study of mind, whether appertaining to men, to childhood, or to animals He sees at a glance the general drift of a man's intellect and character; is strongly impressed with the truth of those inferences, and acts upon them, and generally with safety. If he takes a dislike to, or forms a favorable opinion of, a stranger at first sight, subsequent acquaintance generally corroborates the judgment thus formed; hence, as a teacher, as a lawyer, or as a trader, he would, as it were, recognize a man's mental sphere, and know what to say to impress a sentiment or exert a given influence upon his mind. This faculty, joined with agreeableness or suavitiveness, enables him to make palatable, and accepted without hesitation, truths which, uttered harshly and in disregard of the tone of mind of the one addressed, would be at once rejected.

Intellectually, he has some peculiarities. His reasoning organs are greatly superior to his perceptives and memory. He has a remarkably critical and logical cast of mind. He has the power to sift, dissect, and essay propositions and principles with great celerity and exactitude, while his large causality enables him to see the propriety and logical congruity of facts and propositions, and to present those views to others in a clear, concise, and forcible manner. In juxtaposition with causality he has very large mirthfulness, which gives him equal facility to recognize and show up whatever is incongruous, ridiculous, or witty, in such contrast with truth and propriety as not only to amuse the mind of the hearer, but to brand error and immortalize truth.

His faculties of memory and perception are doubtless active, appertaining as they do to such an active temperament, and because his sentiments and his reasoning intellect urge them to effort, to furnish data on which the higher mental forces may act. He finds it necessary to trust to memoranda for facts and statistics, but when thus obtained, he knows well how to work them up into arguments. His mind has much more to do with principles and elements than with facts, hence he is much more a philosopher than a historian.

His language, instead of being copious, has this peculiar quality, viz., precision, nice distinction, and ready appreciation of synonyms; and, in speaking or writing, his faculty of tune, in connection with language and ideality, leads him to seek euphony of expression, and a smooth, mellifluent style; and in this combination, with mirthfulness, ideality, and agreeableness added, consists his power of expressing stern, cutting truth, in a poetical and pleasing manner.

It requires more effort for him than for most men to individualize his ideas, and to concentrate his powers on a given mental effort. He wants time and quiet, and a convenient opportunity. He can never bring out his full power of thought on a subject instantaneously. He must survey the whole ground, and converge his mind upon it logically; hence, in off-hand, extemporaneous speaking, he rarely does himself or his subject full justice.

In moral and social dispositions he is strongly developed, and bears the marks of special resemblance to his mother. He has large adhesiveness, which makes him eminently friendly. The upper part of philoprogenitiveness is large, which leads him to regard the moral and intellectual good of children much more than to look upon them as mere pets and playthings; and he rarely plays with children without holding virtue, intelligence, and morality up to them as the goal of their hopes and efforts; hence he seldom flatters them, or ministers to their animal gratification. His love for female society is strong, yet delicate, and he is much more interested in woman as relates to her refinement, and elevation, and purity of character, than passionally.

The home, the family, and its elevated endearments, is the scene of his highest hopes and fondest attachments.

REMARKS

AT THE DEDICATION OF THE STATE NORMAL SCHOOL-HOUSE AT BRIDGEWATER.

August 19, 1846.

THE completion of a new edifice to accommodate the State Normal School at Bridgewater was signalized by appropriate exercises, on the 19th of August, 1846. Addresses were made during the day by His Excellency, Governor Briggs, Hon. William G. Bates, of Westfield, Amasa Walker, Esq., of Brookfield, at the church, and in the new school-room. After these addresses the company partook of a collation in the Town Hall, on which occasion the health of the Secretary of the Board of Education was given by the president of the day, and received by the company with enthusiastic applause. To this sentiment Mr. Mann responded as follows, as reported in the Boston Mercantile Journal.

Mr. President: Among all the lights and shadows that have ever crossed my path, this day's radiance is the brightest. Two years ago, I would have been willing to compromise for ten years' work, as hard as any I had ever performed, to have been insured that, at the end of that period, I should see what our eyes this day behold. We now witness the completion of a new and beautiful Normal School-house for the State Normal School at Bridgewater. One fortnight from to-morrow, another house, as beautiful as this, is to be dedicated at Westfield, for the State Normal School at that place. West Newton was already provided for by private munificence. Each Normal School then will occupy a house, neat, commodious, and well adapted to its wants; and the Principals of the schools will be relieved from the annoyance of keeping a Normal School in an *ab*-Normal house.

I shall not even advert to the painful causes which have hastened this most desirable consummation,—since what was meant for evil has resulted in so much good. Let me, however, say to you, as the moral of this result, that it strengthens in my own mind what I have always felt; and I hope it will strengthen, or create, in all *your* minds, a repugnance to that sickly and cowardly sentiment of the poet, which made him long

> "For a lodge in some vast wilderness,
> Some boundless contiguity of shade,
> Where rumor of oppression and deceit,
> Of unsuccessful or successful wars,
> Might never reach him more."

There is oppression in the world which almost crushes the life out of humanity. There is deceit, which not only ensnares the unwary, but almost abolishes the security, and confidence, and delight, which rational and social beings ought to enjoy in their intercourse with each other. There are wars, and the question whether they are right or wrong tortures the good man a thousand times more than any successes or defeats of either belligerent. But the feeling which springs up spontaneously in my mind, and which I hope springs up spontaneously in your minds, my friends, in view of the errors, and calamities, and iniquities of the race, is, *not* to flee from the world, but to remain in it; *not* to hie away to forest solitudes or hermit cells, but to confront selfishness, and wickedness, and ignorance, at whatever personal peril, and to subdue and extirpate them, or to die in the attempt. Had it not been for a feeling like this among your friends, and the friends of the sacred cause of education in which you have enlisted, you well know that the Normal Schools of Massachusetts would have been put down, and that this day never would have shone to gladden our hearts and to reward our

toils and sacrifices. Let no man who knows not what has been suffered, what has been borne and forborne, to bring to pass the present event, accuse me of an extravagance of joy.

Mr. President, I consider this event as marking an era in the progress of education,—which, as we all know, is the progress of civilization,—on this western continent and throughout the world. It is the completion of the first Normal School-house ever erected in Massachusetts,—in the Union,—in this hemisphere. It belongs to that class of events which may happen once, but are incapable of being repeated.

I believe Normal Schools to be a new instrumentality in the advancement of the race. I believe that, without them, Free Schools themselves would be shorn of their strength and their healing power, and would at length become mere charity schools, and thus die out in fact and in form. Neither the art of printing, nor the trial by jury, nor a free press, nor free suffrage, can long exist, to any beneficial and salutary purpose, without schools for the training of teachers; for, if the character and qualifications of teachers be allowed to degenerate, the Free Schools will become pauper schools, and the pauper schools will produce pauper souls, and the free press will become a false and licentious press, and ignorant voters will become venal voters, and through the medium and guise of republican forms, an oligarchy of profligate and flagitious men will govern the land; nay, the universal diffusion and ultimate triumph of all-glorious Christianity itself must await the time when knowledge shall be diffused among men through the instrumentality of good schools. Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres.

But this occasion brings to mind the past history of these schools, not less than it awakens our hopes and convinces our judgment respecting their future success.

I hold, sir, in my hand, a paper, which contains the origin, the source, the *punctum saliens*, of the Normal Schools of Massachusetts. [Here Mr. Mann read a note from the Hon. Edmund Dwight, dated March 10th, 1838, authorizing him. Mr. Mann, to say to the Legislature, that the sum of ten thousand dollars would be given by an individual for the preparation of teachers of Common Schools, provided the Legislature would give an equal sum. The reading was received with great applause.]

It will be observed, resumed Mr. Mann, that this note refers to a conversation held on the evening previous to its date. The time, the spot, the words of that conversation can never be erased from my soul. This day, triumphant over the past, auspicious for the future, then rose to my sight. By the auroral light of hope, I saw company after company go forth from the bosom of these institutions, like angel ministers, to spread abroad, over waste spiritual realms, the power of knowledge and the delights of virtue. Thank God, the enemies who have since risen up to oppose and malign us, did not cast their hideous shadows across that beautiful scene.

The proposition made to the Legislature was accepted, almost without opposition, in both branches; and on the third day of July, 1839, the first Normal School, consisting of only *three* pupils, was opened at Lexington, under the care of a gentleman who now sits before me,—Mr. Cyrus Pierce, of Nantucket,—then of island, but now of continental fame.

[This called forth great cheering, and Mr. Mann said he should sit down to give Mr. Pierce an opportunity to respond. Mr. Pierce arose under great embarrassment; starting at the sound of his name, and half doubting whether the eloquent Secretary had not intended to name some other person. He soon recovered, however, and in a very happy manner extricated himself from the "fix" in which the Secretary had placed him. He spoke of his children, the pupils of the first Normal School, and of the honorable competition which ought to exist between the several schools; and to the surprise, as well as regret, of all who heard him, he spoke of being admonished by infirmities which he could not mistake, that it was time for him to retire from the profession. The audience felt as if, for once in his life, this excellent teacher had threatened to do wrong. He then told an amusing anecdote of a professor who retained his office too long, and was toasted by the students in the words of Dr. Watts.—"The Rev. Dr. ——, Hush, my babe, lie still and slumber." And then he sat down amidst the sincere plaudits of the company, who seemed to think he was not "so plaguy old" as he wished to appear.]

I say, said Mr. Mann, on resuming, that, though the average number of Mr. Pierce's school is now from sixty to eighty; and though this school, at the present term, consists of one hundred pupils, yet the first term of the first school opened with *three* pupils only. The truth is, though it may seem a paradox to

say so, the Norman Schools had to come to prepare a way for themselves, and to show, by practical demonstration, what they were able to accomplish. Like Christianity itself, had they waited till the world at large called for them, or was ready to receive them, they would never have come.

In September, 1839, two other Normal Schools were established: one at Barre, in the county of Worcester, since removed to Westfield, in the county of Hampden; and the other at this place, whose only removal has been a constant moving onward and upward, to higher and higher degrees of prosperity and usefulness.

In tracing down the history of these schools to the present time, I prefer to bring into view, rather the agencies that have helped, than the obstacles which have opposed them.

I say, then, that I believe Massachusetts to have been the only State in the Union where Normal Schools could have been established; or where, if established, they would have been allowed to continue. At the time they were established, five or six thousand teachers were annually engaged in our Common Schools; and probably nearly as many more were looking forward to the same occupation. These incumbents and expectants, together with their families and circles of relatives and acquaintances, would probably have constituted the greater portion of active influence on school affairs in the State; and had they, as a body, yielded to the invidious appeals that were made to them by a few agents and emissaries of evil, they might have extinguished the Normal Schools, as a whirlwind puts out a taper. I honor the great body of Common School teachers in Massachusetts for the magnanimity they have displayed on this subject. I know that many of them have said, almost in so many words, and, what is nobler, they have acted as they have said:—"We are conscious of our deficiencies; we are grateful for any means that will supply them,—nay, we are ready to retire from our places when better teachers can be found to fill them. We derive, it is true, our daily bread from school-keeping, but it is better that our bodies should be pinched with hunger than that the souls of children should starve for want of mental nourishment; and we should be unworthy of the husks which the swine do eat, if we could prefer our own emolument or comfort to the intellectual and moral culture of the rising generation. We give you our hand and our heart for the glorious work of improving the schools of Massachusetts, while we scorn the baseness of the men who would appeal to our love of gain, or of ease, to seduce us from the path of duty." This statement does no more than justice to the noble conduct of the great body of teachers in Massachusetts. To be sure, there always have been some who have opposed the Normal Schools, and who will, probably, continue to oppose them as long as they live, lest they themselves should be superseded by a class of competent teachers. These are they who would arrest education where it is; because they cannot keep up with it, or overtake it in its onward progress. But the wheels of education are rolling on, and they who will not go with them must go under them.

The Normal Schools were supposed by some to stand in an antagonistic relation to academies and select schools; and some teachers of academies and select schools have opposed them. They declare that they can make as good teachers as Normal Schools can. But, sir, academies and select schools have existed in this State, in great numbers, for more than half a century. A generation of school-teachers does not last, at the extent, more than three or four years; so that a dozen generations of teachers have passed through our Public Schools within the last fifty years. Now, if the academies and high schools can supply an adequate number of school-teachers, why have they not done it? We have waited half a century for them. Let them not complain of us, because we are unwilling to wait half a century more. Academies are good in their place; colleges are good in their place. Both have done invaluable service to the cause of education. The standard of intelligence is vastly higher now than it would have been without their aid; but they have not provided a sufficiency of competent teachers; and if they perform their appropriate duties hereafter, as they have done heretofore, they cannot supply them; and I cannot forbear, Mr. President, to express my firm conviction, that if the work is to be left in their hands, we never can have a supply of competent teachers for our Common Schools, without a perpetual Pentecost of miraculous endowments.

But if any teacher of an academy had a right to be jealous of the Normal Schools, it was a gentleman now before me, who, at the time when the Bridgewater Normal School came into his town, and planted itself by the path which led to his door, and offered to teach gratuitously such of the young men and women attending his school, as had proposed to become teachers of Common Schools, instead of opposing it, acted with a high and magnanimous regard to the great interests of humanity. So far from opposing, he gave his voice, his vote, and his purse, for the establishment of the school, whose benefits, you, my young friends, have since enjoyed. (Great applause.) Don't applaud yet, said Mr. Mann, for I have better things to tell of him than this. In the winter session of the Legislature of 1840, it is well known that a powerful attack was made, in the House of Representatives, upon the Board of Education, the Normal Schools, and all the improvements which had then been commenced, and which have since produced such beneficent and abundant fruits. It was proposed to abolish the Board of Education, and to go back to the condition of things in 1837. It was proposed to abolish the Normal Schools, and to throw back with indignity, into the hands of Mr. Dwight, the money he had given for their support.

That attack combined all the elements of opposition which selfishness and intolerance had created,—whether latent or patent. It availed itself of the argument of expense. It appealed invidiously to the pride of teachers. It menaced Prussian despotism as the natural consequence of imitating Prussia in preparing teachers for schools. It fomented political partisanship. It invoked religious bigotry. It united them all into one phalanx, animated by various motives, but intent upon a single object. The gentleman to whom I have referred was then a member of the House of Representatives, and Chairman of the Committee on Education, and he, in company with Mr. Thomas A. Greene, of New Bedford, made a minority report, and during the debate which followed, he defended the Board of Education so ably, and vindicated the necessity of Normal Schools and other improvements so convincingly, that their adversaries were foiled, and these institutions were saved. The gentleman to whom I refer is the Hon. JOHN A. SHAW, now Superintendent of schools in New Orleans.

[Prolonged cheers;—and the pause made by Mr. Mann, afforded an opportunity to Mr. Shaw, in his modest and unpretending manner, to disclaim the active and efficient agency which he had had in rescuing the Normal Schools from destruction before they had had an opportunity to commend themselves to the public by their works;—but all this only increased the animation of the company, who appeared never before to have had a chance to pay off any portion of their debt of gratitude. After silence was restored, Mr. Shaw said that every passing year enforced upon him the lesson of the importance and value of experience in school-keeping. Long as he had taught, he felt himself improved by the teachings of observation and practice; and he must therefore express his joy and gratitude at the establishment and the prosperity of the school at that place, whatever might be the personal consequences to himself.]

Nor, continued Mr. Mann, is this the only instance of noble and generous conduct which we are bound this day to acknowledge. I see before me a gentleman who, though occupying a station in the educational world far above any of the calamities or the vicissitudes that can befall the Common Schools,—though, pecuniarily considered, it is a matter of entire indifference to him whether the Common Schools flourish or decline,—yet, from the beginning, and especially in the crisis to which I have just adverted, came to our rescue, and gave all his influence, as a citizen and as a teacher, to the promotion of our cause; and whom those who may resort hither, from year to year, so long as this building shall stand, will have occasion to remember, not only with warm emotions of the heart, but, during the wintry season of the year, with warm sensations of the body also.* I refer to Mr. GEO. B. EMERSON.

[Mr. Emerson was now warmly cheered, until he rose, and in a heartfelt address of a few moments, expressed his interest in the school, and in the cause of education, which he begged the young teachers not to consider as limited to this imperfect stage of our being.]

These, said Mr. Mann, are some of the incidents of our early history. The late events which have resulted in the generous donations of individuals, and in the patronage of the Legislature, for the erection of this, and another edifice at Westfield, as a residence and a home for the Normal Schools,—these events, I shall

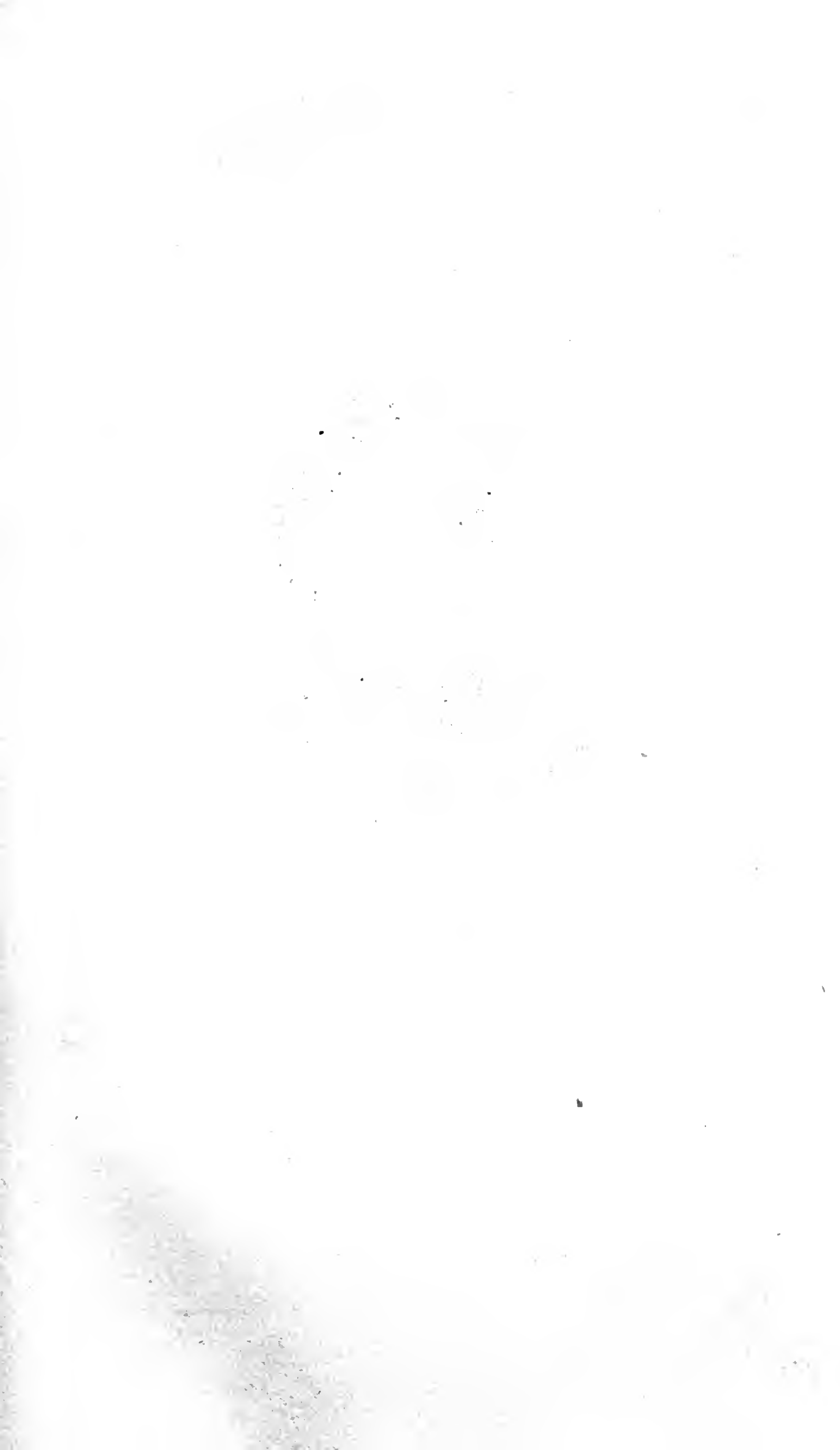
* Mr. Emerson has furnished, at his own expense, the furnace by which the new school-house is to be warmed.

consult my own feelings, and perhaps I may add, the dignity and forbearance which belong to a day of triumph, in passing by without remark.

[This part of the history, however, was not allowed to be lost. As soon as the Secretary had taken his seat, the Rev. Mr. Waterston, who had been instrumental in getting up the subscription to erect the two school-houses, arose, and eloquently completed the history. He stated, in brief, that the idea of providing suitable buildings for the Normal Schools originated with some thirty or forty friends of popular education, who, without distinction of sect or party, had met, in Boston, in the winter of 1844–5, to express their sympathy with Mr. Mann in the vexatious conflict which he had so successfully maintained; and who desired, in some suitable way, to express their approbation of his course in the conduct of the great and difficult work of reforming our Common Schools. At this meeting, it was at first proposed to bestow upon Mr. Mann some token evincive of the personal and public regard of its members; but, at a subsequent meeting, it was suggested that it would be far more grateful and acceptable to him to furnish some substantial and efficient aid in carrying forward the great work in which he had engaged, and in removing those obstacles and hinderances both to his own success and to the progress of the cause, which nothing but an expenditure of money could effect. No way seemed so well adapted to this purpose as the placing of the Normal Schools upon a firm and lasting basis, by furnishing them with suitable and permanent buildings; and the persons present thereupon pledged themselves to furnish $5000, and to ask the Legislature to furnish a like sum for this important purpose. The grant was cheerfully made by the Legislature, whose good-will has since been further expressed by a liberal grant, to meet the expenses of those temporary Normal Schools, called Teachers' Institutes. Mr. Mann, who had not yet taken his seat, then continued as follows:]

I have, my young friends, former and present pupils of the school, but a single word more to say to you on this occasion. It is a word of caution and admonition. You have enjoyed, or are enjoying, advantages superior to most of those engaged in our Common Schools. Never pride yourselves upon these advantages. Think of them often, but always as motives to greater diligence and exertion, not as points of superiority. As you go forth, after having enjoyed the bounty of the State, you will probably be subjected to a rigid examination. Submit to it without complaint. More will sometimes be demanded of you than is reasonable. Bear it meekly, and exhaust your time and strength in performing your duties, rather than in vindicating your rights. Be silent, even when you are misrepresented. Turn aside when opposed, rather than confront opposition with resistance. Bear and forbear, not defending yourselves, so much as trusting to your works to defend you. Yet, in counseling you thus, I would not be understood to be a total non-resistant,—a perfectly passive, non-elastic sand-bag, in society; but I would not have you resist until the blow be aimed, not so much at you, as, through you, at the sacred cause of human improvement, in which you are engaged,—a point at which forbearance would be allied to crime.

To the young ladies who are here—teachers and those who are preparing themselves to become teachers,—I would say, that, if there be any human being whom I ever envied, it is they. As I have seen them go, day after day, and month after month, with inexhaustible cheerfulness and gentleness, to their obscure, unobserved, and I might almost say, unrequited labors, I have thought that I would rather fill their place, than be one in the proudest triumphal procession that ever received the acclamations of a city, though I myself were the crowned victor of the ceremonies. May heaven forgive them for the only sin which, as I hope, they ever commit,—that of tempting me to break the commandment, by coveting the blissfulness and purity of their quiet and secluded virtues.



H Wright Smith

Yours truly,
C. Peirce

CYRUS PEIRCE.

BY REV. SAMUEL J. MAY.

CYRUS PEIRCE, for fifty years a teacher in schools of different grades, and, for eight years, a "teacher of teachers," as the first Principal of the first Normal School in the United States, was born August 15th, 1790, in the town of Waltham, Massachusetts, the youngest of twelve children of the same parents. He spent his boyhood at home, on the retired farm, which his father and ancestors, for several generations before him, had cultivated. His physical constitution, hereditarily sound, was confirmed by the pure air, wholesome food, genial sights and sounds, early hours of retirement and rising, and by a due participation in the toils and the sports of country life. He enjoyed the good influences of a well-ordered family, and of a steady, judicious parental discipline.

At a very early age, he was sent to the district school, and went through the dull routine then usually pursued with little children. The only intimation we have been able to gather from his childhood, that was at all prognostic of his manhood, is that, when only five or six years of age, he thought his teacher was not judicious, was not teaching him as much as she should, nor giving her instructions in the best manner. He intimated that, at some future time, he should himself keep school, and then he would show how it ought to be done. Very probably, some impression, made upon his mind at that early day, did give the direction to his course in life.

Perceiving his inclination to thoughtfulness and study, his parents determined to give him a collegiate eduation. Accordingly he was sent to Framingham Academy, and afterward was placed under the tuition of Rev. Dr. Stearns, of Lincoln, at that time reputed to be a thorough scholar.

In 1806, Cyrus Peirce entered Harvard College. There he soon gained, and, to the end of his course, maintained the reputation of a pure, upright young man, a faithful, indefatigable student, and an accurate, though not a brilliant recitation, scholar. One of his classmates has favored me with the following account of him at that time:

The uniform success of Cyrus Peirce, in whatever he undertook, was owing to his singular fidelity and perseverance. No one could have been more faithful,

patient, persevering, than he was. Whatever the subject of study might be, his mind took hold of it with a tenacious grasp, and never let go, until he had reached a satisfactory result. In this particular, I have never known his equal. The action of his intellect was rather slow, but he investigated thoroughly and reasoned soundly. I therefore always considered his statement of facts, unquestionably true; and his opinions as entitled to especial regard. His very studious, as well as reserved habits, kept him much of the time in his room. At recitations, from which he was never absent, no one gave better evidence of a faithful attention to the exercises, in whatever department they might be. He always showed,* when "taken up," that he had "got the lesson." Yet, owing to his great modesty, his slow utterance, his entire lack of the faculty of "showing off," he did not pass for half his real worth as a scholar. He was thorough in whatever he undertook. He was inquisitive and candid. The exact truth was his object; and he patiently removed every obstacle in the way of his attaining what he sought.

During his Sophomore year, in the winter of 1807–8, Cyrus Peirce commenced his labors as a school-teacher, in the village of West Newton, the same town, and not far from the very spot, to which he came, nearly fifty years afterward, to close his career, and crown his brow with the last of those unfading laurels, which encircle it, in the eyes of all who have felt or seen his influence as a *Teacher of Teachers.*

In order to appreciate duly the value of his services, one must know what was the character of our common, especially our rural district schools, *fifty years ago.* Those who commenced their education since maps and globes were introduced; since the exclusive right of Dilworth's and Webster's Spelling Books, and Morse's Geography, and Dabol's Arithmetic, to the honor of text-books, was disputed; since blackboards were invented, or belts of black plastering, called blackboards, have come to be considered indispensable in our school-rooms; those who commenced their education since Josiah Holbrook's, and such like simple apparatus, intimated to teachers how much more intelligible and attractive, visible illustrations are than verbal descriptions,—how much more easily any thing which is understood is grasped by the mind, and held in the memory; especially those who have commenced their career since Warren Colburn made so plain, so self-evident, "the recondite powers and mysterious relations of numbers,"—showed how much of Arithmetic may be learnt from one's own fingers,—how many problems may be solved without having "learnt the rules,"—solved by the intuitive deductions of any mind that understands the premises; those who did not live until after Horace Mann, Henry Barnard, William Russell, William A. Alcott, Alonzo Potter, S. S. Randall, Samuel Lewis, Warren Burton, and their zealous fellow-laborers, had awakened the community throughout New England, New York, Ohio, to the consideration of

* Throughout his college course, he made himself master of every lesson but one, at the time; and that one he learnt afterward.

the inestimable importance of common schools; of the indispensable necessity of convenient, light, airy, warm, well-ventilated school-rooms, comfortable seats and desks, suitable text-books and blackboards, maps, globes, apparatus; and, more than all, well-prepared, skillful and amiable teachers; in short, those whose "school days" began within the last twenty-five years, can have little idea of the character of our common, especially our country district schools, at the time Cyrus Peirce commenced his labors.

Thanks to the gentleman last named in the above list of distinguished friends of education and school reformers, thanks to Mr. Warren Burton, there has been preserved a most truthful and graphic picture of "The District School as it was." In the volume bearing this title, written by Mr. Burton twenty-five years ago, he has given accurate, lively sketches of methods, scenes, and characters, that were common in the schools, as they were when he was a child, and not wholly extinct when he took his pen to delineate them. His book has been republished several times in this country, and once in England. It should never be out of print, nor be wanting in any of our public or private libraries, but kept at hand, that the children of this and coming generations may be informed, how many more, and how much greater, are the advantages provided for them, than were enjoyed by their parents and grand-parents, when young; so that they may be prompted to inquire who have been their benefactors, that they may do them honor. Then, I am sure, few will be found to deserve a higher place in their esteem, than the subject of this memoir.

Immediately on leaving college, in 1810, Mr. Peirce accepted an invitation, from an association of gentlemen at Nantucket, to take charge of a private school. He taught there two years very successfully, and gained the entire confidence and sincere respect of all who witnessed his impartial regard for those committed to his care, and his scrupulous fidelity to every duty he undertook to discharge. But at that time his heart was set on another profession. So, in 1812, he returned to Cambridge, to complete his preparation for the Christian ministry. For three years he prosecuted his theological studies, with an assiduity not surpassed, it is believed, by any one, who ever dwelt within the walls of Harvard. He seldom allowed himself more than four hours out of the twenty-four for sleep; and he preserved his health by strict attention to his diet and exercise. He never ate and drank merely to gratify his appetite, but to keep his body in the best condition to subserve the action of his mind. Every subject that came up for consideration, in the course prescribed, he studied until he was satisfied that he had arrived at *the truth.* Many of the dogmas

taught in the churches before that day, he was led to distrust; but he rejected nothing hastily. If he, like most other young men, could give no sufficient reason for the faith of his childhood, he dismissed nothing from his mind, which he had been taught to believe, until he could give a satisfactory reason for dismissing it. He was most scrupulously conscientious. He was severe in his demands upon himself; and, wherever truth and right were concerned, not indulgent to others. Yet am I assured by those who knew him best, that he was cheerful, amiable, tender in his sensibilities, and very companionable.

After three years thus spent in theological studies at Cambridge, Mr. Peirce was persuaded to return to Nantucket, and resume the work of a teacher. His former patrons had not found another, who could adequately fill his place. During his previous labors in their service, he had given them intimations of ability and skill in the work of teaching, which they were anxious to secure for the benefit of their children, even at a much greater cost.

Under this second engagement, Mr. Peirce continued at Nantucket three years, laboring as the teacher of a private school, with great success, and to the entire satisfaction of most of his pupils, and all of their parents. In 1818 he left, and commenced preaching.

Up to this period Mr. Peirce was not only strict in his government, but severe in his discipline. In the outset of his career, he very naturally resorted to those instrumentalities that had hitherto been most confidently relied on. Until after the first quarter of the present century, corporal punishments of children, by parents and schoolmasters, were matters of frequent occurrence. I could fill more than all the pages that will be occupied by this memoir, with narratives stored in my memory, or preserved in files of old newspapers, or in the Criminal Court Records, of cases of cruel chastisement of children,—girls as well as boys,—by ferules, rattans, cowhides, stocks, pillories, imprisonment, privation of food, and so forth. Little do they realize, who have been born within the last twenty-five years, how much they may have escaped of suffering, as well as of weariness at school; and how much they have gained from the greatly improved methods of teaching and governing, that have been devised since the commencement of that period. And it ought to be told them, that to no individual are they, and the coming generations, more indebted for these improvements than to Mr. Peirce. When he commenced the work of a schoolmaster, the idea of managing a school without corporal punishment had hardly dawned upon the mind of any one. On Nantucket especially, the people were familiar, in the whaling service. with severe bodily chastisements; and the proposal to manage "a

parcel of boys," without any thing of the sort, would have been deemed preposterous. It was reasonable and proper that the young pedagogue should begin with the regime then most approved. And it was natural for Cyrus Peirce to try faithfully what he tried at all. I can therefore believe that, in good faith, he did, when an inexperienced young man, inflict some chastisements that, at any time since 1830, he would utterly have condemned. It is not easy for those, who have only seen and enjoyed the excellent schools on Nantucket within the last twenty-five years, to conceive of them as they were in 1810, when Mr. Peirce first went there. His work was really that of a pioneer. If he did any good there, it was done by first establishing order, a regular and punctual attendance, prompt and exact obedience to rules, and faithful, hard study as *indispensable in a school.* If he effected this by means of severe appliances, uncalled for at the present day, when better views prevail, they were then so much matters of course, that most of his early pupils, from whom I have received letters, have not alluded to his severity as censurable. Indeed, only one has even mentioned it. They all bear witness to his exceeding strictness,—but only one tells me of any inflictions of severe bodily chastisements.

Mr. Peirce was careful to prescribe a reasonable task to his pupils, one that would try their powers, as he thought they ought to be tried in order to be improved; and then he was unyielding in his demand for the exact performance of it. Not partly right, but "wholly, precisely right," was what he always required. "Study enough will make a pupil master of any thing he is capable of learning," was one of his maxims. "Boys who can study, but will not study, must be made to study," was another. Order, "Heaven's first law," he deemed indispensable in a school; and he enforced it: he would have it. He excused no intentional deviation from it; even accidental violations were not readily deemed excusable. Carelessness was to be blamed, punished. His pupils were sent to him to be improved; to acquire valuable knowledge, and to form good habits, mental, moral, physical. He was determined their parents and the community should not be disappointed through any remissness of his; and that his pupils should not be allowed, for the sake of any present self-indulgence in idleness or fun, or through carelessness, to cheat themselves of that information, or of those excellencies of character, which they ought, in childhood and youth, to secure for the benefit of their whole lives, here and hereafter. He adopted, at first, the so-called "good, old method" of governing a school, and making boys obey and learn; the method, which, it was taken for granted in that day, Solomon meant to

commend, when he said, "He that spareth his rod hateth his son." And in this, as in every thing else, "whatsoever his hands found to do, he did with his might." But corporal punishments were not then the characteristic of his school.

One of the contemporaries of the gentleman, who alone has made any mention of his severity, gives me the following account of the commencement of her acquaintance with Mr. Peirce:

It was in 1815, that myself and another girl, each under sixteen years of age, were wending our way to the academy, where Mr. Peirce presided, to become his pupils. We had conceived a strong prejudice against the man, expecting to find him an austere, hard master, rigid and exacting; who would not be satisfied with our best efforts, and would be unmerciful to our failings. Under this strange, very wrong impression, we strengthened each other, as we went; and met him well braced,—resolutely determined, if he did not suit us much better than we expected, that we would leave his school, and that too, speedily.

In the course of that memorable forenoon, he questioned his new pupil upon the branches of learning in which she presumed herself to be quite a profficient; and, without intimating that he meant to do so, made her fully sensible of her ignorance. Coming, last, to the subject of grammar, and finding her deficient in that also, he gave her to parse the following sentence,—"What I know not, teach thou me." She took the hint. She appreciated the delicacy, and began to love the man, whom a few hours before she expected to hate; and to reverence one, "whose small head could carry all he knew." My correspondent adds:

I shall always look back to the time passed in Mr. Peirce's school, as one of the best and happiest periods of my life. He inspired me with new views, new motives, a new thirst for knowledge; in short, he opened an almost new terrestrial world to me; and, over and above all, he was the one who awoke in my mind a deep interest in religion. Exact, cheerful obedience to all the laws of God, he made appear to me a most reasonable service. My understanding was convinced, my feelings were enlisted, and, by judicious management and careful nurture, he led me onward and upward, until I sincerely think, I obtained, through his ministration, "that hope which is an anchor to the soul, based upon the rock of ages." I shall, therefore, always love and respect Cyrus Peirce, as my spiritual guide and father.

Very similar to the above are the testimonies that have been given me, in letters or orally, by hundreds of the pupils of Mr. Peirce, from the beginning to the end of his career. He kindly, yet effectually made them sensible of their ignorance, and of their moral deficiencies. He satisfied them of his ability to teach them more than they knew, and to lead them in the way to eternal life. He prescribed to them tasks that they were able to perform; he gave them rules of moral conduct, to which it was right that they should conform themselves; and he never remitted any of his demands. He held them steadfastly to the exactly true and right. Precision was the characteristic of all his dealings, and all his requirements. His methods of inducing

his pupils to study, to get their lessons and recite them well, changed as he grew wiser by experience, and learnt more of the nature of the human mind and heart. But the object he aimed at, and the spirit that animated him, were the same, from the beginning.

About a year after his return to Nantucket, Mr. Peirce married Miss Harriet Coffin, of that place. She had been for several months one of his most distinguished pupils; and everywhere, ever since, she has been his most intelligent, devoted, effective helpmeet. He could hardly have accomplished all he has, in the cause of education, if he had not been blessed with such a wife.

In 1818, as has been already stated, Mr. Peirce left Nantucket and commenced preaching. In the course of the following year, he was ordained and settled as the minister of a church, in the town of North Reading, Massachusetts.

Eight years he lived there, faithfully discharging all his parochial and social duties. He was universally acknowledged to be a man of singular integrity and purity of life. His preaching was sensible, earnest and direct. As in the school-room, so in the pulpit, his main object was the discovery and the inculcation of the truth. He would tolerate no violation of it in word or deed. He dwelt less upon the dogmas of his sect than upon the precepts of Christ and his Apostles; always holding up the life and death—the character of Jesus—as the illustration of that godliness to which all men ought to aspire.

Mr. Peirce saw, and did not fail to show, how far the men of his generation, even the most zealously professing Christians, fell short of the stature of Christ. He deeply felt the need of reform, and that it should begin in the so-called house of God. He was among the first to embrace the opinions of the apostolic Worcester, respecting the custom of war; and he assiduously inculcated the pacific spirit of the Gospel, which has been quenched by the ambition of Christian nations.

So, also, the cause of Temperance, the principle of *total abstinence* from intoxicating drinks, is indebted to him, as one among its earliest, most consistent advocates. He was in advance of his generation, and therefore shared somewhat in the unpopularity, the obloquy, the hardships of the pioneers in the moral world. Not being an easy, attractive public speaker, those who were annoyed by his uncompromising demands of personal conformity to the example of Christ, could the more easily divert from him the attention of many, whom he longed to benefit. He came to feel, as very many faithful preachers have been made to feel, that he was spending his time and strength to too little purpose. He suspected that he was not called to preach, so

much as to teach. Yet more was he persuaded that it would be easier to prevent the children from becoming vicious, than he had found it to reform those who had contracted bad habits of action or thought. These considerations, operating together with some theological disagreements between himself and a portion of the people, magnified, if not aggravated, by the heated controversies which were so rife in that day, brought him to the determination to relinquish his ministerial profession. At the expiration of eight years, therefore, he resigned his charge in North Reading, and returned to "school keeping," as that which should thenceforward be the business of his life.

He was earnestly solicited to return again to Nantucket, and resume his labors there. But he was induced rather to unite with a relative, Mr. Simeon Putnam, in the conduct of a school at North Andover. His views of the true methods of teaching, and still more of governing pupils, had undergone some essential changes during the eight years of his retirement, owing to the observations he was continually making, all that while, as a diligent supervisor of the schools in Reading. But his colleague adhered to the old methods and appliances. Their discordance on these and other points was embarrassing to them both. Therefore, after four years of arduous toil at North Andover, he listened to the repeated and earnest solicitations of those who had appreciated his former labors on Nantucket, and, in 1831, removed once more to that island. I can not express the very high esteem generally entertained for Mr. Peirce, throughout that community, better than in the words, which I am permitted to quote from a gentleman of great respectability, and long official standing. "There has been no period," said he to Mr. Peirce, in 1830, "since you left the island in 1812, when you could not have had a school here, of any number of pupils that you would have undertaken to teach, and at any price you would have thought it fair to charge."

This was not the exaggeration of a friend. His return was most cordially welcomed. He immediately found himself at the head of a large and lucrative school, in the instruction and management of which, for more than six years, he was every way eminently successful. During the whole of that period, he scarcely ever found it necessary to apply corporal punishment of any kind. He had come to regard it as the "last resort," and a very sad one, arguing some deficiency of the requisite qualifications in the teacher, as well as uncommon perversity in the pupil. He relied upon other means, higher persuasions, moral influences. How sincerely he was respected and loved by his pupils of that period, the best of them, if not all, may be inferred

from the following extract from a letter I have received from a gentleman, now at the head of a most beneficent educational institution in Massachusetts:

It is twenty-three or four years since I was one of Mr. Peirce's pupils, on Nantucket. His name has ever been, and ever will be, fragrant in my recollection. His was the first school that I really loved to attend; and he was the first teacher for whom I felt a positive affection. * * * Mr. Peirce was eminently successful in discovering whether a pupil comprehended what he was endeavoring to learn, or the language of the lesson he was reciting. Under his method of teaching, I first began to understand what I was about at school. He would not allow us to conceal our ignorance, or seem to know what we did not. He would probe us through and through, and expose our superficialness. Because I began to understand my text-books, I began to feel the exhilarating love of learning for its own sake. I had been to school all my days before; but it had been, until then, a mechanical work to me. I can distinctly recollect this blessed change in my mental condition. It was a new birth. A dispensation of intellectual and moral life and light came upon me. Mr. Peirce seemed to me to *see through* a boy,—to read his thoughts,—to divine his motives. No one could deceive him; and it always seemed exceedingly foolish, as well as mean, to attempt to deceive him, because he was so evidently the best friend of us all. I can see him now,—moving rapidly but without noise about the school-room, always alive to the highest good of every one; quickening our pulses, every time he approached us, by some word of encouragement; inspiring us with the determination necessary to attain the object at which he pointed.

Mr. Peirce was very skillful in discovering the mental aptitudes of a pupil, and drawing him out in the direction in which he was most likely to attain excellence; thus exhibiting a boy's powers to himself, making him conscious of the ability to be somebody, and do something. I can not give you particular examples, nor narrate to you any single events in the history of that part of my life, which was blessed by his direct influence. The hours I passed in his school-room at Nantucket are the sunniest in the memory of my school days. But the elements entering into the enjoyment and profit of those days, blend together in my memory, and lose their distinctness, as the colors of the rainbow shade into each other.

This most excellent private school Mr. Peirce continued to teach for six years; assisted at first by his admirable wife, and afterward by others, whom he had likewise educated and trained for the work of teaching. It is said of General Washington, that "he evinced his wisdom and skill not more in what he did himself, than in his selection of those, to whom he committed the execution of any important duty." A similar praise is due to Mr. Peirce. He never would employ an assistant, whom he did not know to be thoroughly competent and heartily disposed to teach well. "No man," he would say, "can shift off any of his responsibility. A teacher is bound to make it sure, that all the instruction given in his school shall be thorough, exact: 'Qui facit per alium facit per se,'" and he would do all the teaching himself, unless he could find others, who would do a part of his work as well as, or better than, himself. He was, therefore, always blessed with able assistants, when he had any. Among those who aided him, at the time of which I am now writing, was Miss Maria Mitchell, who had been his pupil, and who has since attained a world-wide fame as an astronomer.

All the while Mr. Peirce was conducting so beneficently and acceptably this private school, he was exerting himself assiduously to effect the better organization and appointment of the public schools of Nantucket. Indeed he was alive to all the true interests of the community, in which he then intended to spend the residue of his earthly life. He suggested, or promptly encouraged and generously assisted, various plans of social improvement. He took so active a part in the temperance reform, as to incur the charge of fanaticism. Intemperance was then a very prevalent vice upon the island. Some use of intoxicating drinks was assumed there, as everywhere else, in that day, to be a necessity; and it was claimed that even a pretty free use of it should be readily excused in those who were exposed to the hardships and ennui of long whaling voyages. Mr. Peirce was among the first to discover the utter delusion, that had got possession of the people, respecting the use of ardent spirits. He satisfied himself that alcohol, in whatever form it might be disguised, contained no nutritious qualities, imparted no enduring strength, but only stimulated those who drank it to undue and therefore injurious efforts, which impaired their vital energy. He therefore espoused the principle of *total abstinence;* and not only commended it by his example, but urged it with great earnestness upon all, in private conversations and in public speeches. On one occasion, in a very large meeting, surrounded by his fellow-townsmen, most of whom had been addicted to the use of ardent spirits more or less, some of them excessively, Mr. Peirce exposed, with the utmost plainness, the evils they had brought, and were then bringing upon themselves and their dependents, by that indulgence; and then declared that so deplorable were the effects produced everywhere throughout that community, and the country, by spirituous liquors, that he could and would no longer give his countenance to the use of them in *any* measure, on *any* occasion, for *any* purpose. "No," said he, with an emphasis and solemnity that made his audience tremble, "if my life could be saved by no other instrumentality than that of spirituous liquor, I would forego it and die, in testimony of my dread and abhorrence of this enemy of the health, peace, and virtue of mankind." This was the noble, the holy spirit, which animated the Apostle Paul in regard to the same vice. Some scouted, mocked him as a fanatic; but others were deeply impressed, lastingly effected by his words and his example.

Mr. Peirce, however, was known and made himself felt on the subject of education, more than on any other. He had come to be *an authority*, on all questions pertaining to schools. In pursuance of his urgent advice, in accordance with a plan devised mainly by him, at

length the public schools of Nantucket were so arranged, in relation to one another, that all the benefits of classification could be secured in them. Primary, Intermediate, Grammar, and a High School constituted the series.

So soon as the arrangement was completed, and the committee and people looked about for the man fitted to fill the highest post,—to cap the climax of their new system,—the eyes of all turned, with one accord, to Cyrus Peirce, as the only one to be found, on whom they could rely to make sure the success of their great experiment. Without much hesitation, though at a considerable sacrifice, Mr. Peirce relinquished his private school, which was much more lucrative and less laborious, and became, in 1837, the Principal of the Nantucket High School. It was to be made what it ought to be,—the first best of the series, and a model of its kind. In no respect was it a failure. It was indeed an eminent success. From his high position, he shed down his influence upon all the schools on the island. He infused into most of the teachers much of his own spirit. And the common schools of Nantucket have, ever since, been distinguished among the best in our country.

A few passages from a very valuable address, delivered by him, December 15th, 1837, will show what was Mr. Peirce's *ideal* of education; and what pains he thought should be taken, and what expenditures incurred, by parents and by the State, to secure this greatest blessing to all the children of men:

Education is the development of all man's powers—physical, intellectual, and moral. It is the *drawing out* of them all in their just harmony and proportion. It regards the material frame, by which the mind manifests its operations. It is the formation of character, the discipline of the intellect, and the building up of moral principle, and moral power. Its aim should be to enable man to know, to do, to enjoy and to be, all that his Creator intended he should know and do, enjoy and be. The more nearly it approaches this point, the more nearly it will fulfill its appropriate office; and, when it shall have reached this goal, man will stand forth again, as at first, the image of his Maker. * * * If such is the object, and such the power of education, it should be regarded as the proper business,—the greatest end of life,—rather than as a *means* to something higher and better. It should fill a large place in the eye of the patriot, the code of the legislator, and the heart of the parent, from neither of whom has it yet received one half of its due consideration. * * * With all parents there rests an incalculable responsibility in this respect. It is time they knew, and felt it too, that they are, without their own choice, their children's educators; their own house is a school-room. * * * Provision for *public* instruction—the instruction of all the children in the community—is the unquestionable interest and duty of every wise government; for the primary object of all wise governments should be to increase the happiness of the people. And the highest quality of human happiness is that derived from exalting the intellect and purifying the heart; to the end that men may aim at objects worthy of their ambition, and their social intercourse be regulated with all the satisfaction of mutual love, honor and trust. * * * The *moral* powers of man are his glory. They ally him to natures angelic. How, then, can that education be regarded as complete, which passes over the moral sentiments? These, like the physical and intellectual faculties, can be perfected and made to answer their full purpose, only by training and exercise. What an

anomaly is that school in which moral cultivation finds no place! We have defended schools, on the ground of public and private *utility*—as the palladium of social virtue and civil liberty. Now the prosperity of a community is far more dependent on sound moral sentiment, than on a high state of intellectual refinement. Nothing is more true than that men may be great and learned, without being good and useful. Men of high intellectual endowments, but destitute of moral principle, are far from being the best materials to compose society. We want great men, we want learned men, but much more do we want *good* men. On these must the community rely to carry forward the great work of human improvement. * * * How often has individual genius, that seemed angel-like in the loftiness of its aspirations, bowed before mean temptations, which timely discipline would have enabled it to withstand! Our own nation, though young, has more than once been seen to tremble on the verge of ruin; but, it is worthy of remark, that such a crisis in no instance has been the result of *ignorance*, but of the destitution of moral principle. If our union and liberties are ever shipwrecked, this is the rock on which they will split. We shall always have enough *great* men; the only danger is, that there will not be enough *good* men,—men of disciplined passions, nice moral discrimination and active benevolence. * * * A cultivated intellect, cast upon society, uncontrolled and unsanctified by moral sentiments, is but the scattering of arrows, fire-brands and death. Therefore the education of *the moral sentiments* should be a primary object with all, who have any thing to do with instruction. If children are taught but *one* thing, whether at home or at school, let it be—their *duty*. Let it be love of truth, sobriety, temperance, order, justice, and humanity. If you make them any thing, make them *good*. * * * It is a fact, which does not speak to our praise, that almost every class-book adopted into our schools is prepared to teach how to read, or get, or calculate; to teach mere sciences, as though these were the great objects of life. Let something more be put into the hands of children, to teach them how to *feel*, to *act*, to *live*. * * * Health stands among the first of blessings. Children would do well to learn something of the structure, laws and economy of their own material frame; what food, habits, attitudes, exercises and modes of living, are consistent with, opposed to, or promotive of health. What an incalculable benefit might thus be rendered to children, by making them early the intelligent guardians of a trust, to them of inestimable value! Would it not be doing them quite as great a service to demonstrate the natural consequences of inaction, over-action, tight lacing, exposure, excess, or licentiousness,—to teach them what are healthy attitudes and healthy diets,—how they may avoid a headache, a fever, or a consumption, as to teach them the solution of a difficult problem in algebra, or keep them eternally casting per centage? As connected with the subject of health, as well as for the reason of affording to children the means of suitable amusement and exercise, every school should be furnished with some simple apparatus for gymnastic purposes. Such provision might indeed be made auxiliary to good manners and morals, as well as to sound health. * * * Why should not the rising generation be regarded as a public trust, and their education be sustained at the public charge? Nothing exerts so great an influence on the character of the present and the coming age; nothing on public and private virtue and happiness; nothing on the prosperity and perpetuity of our institutions. Nothing can better subserve the interests of liberty and the equalization of rights; nothing will better enable the poor and the middling interest to make an effectual stand against the encroachments of power, of wealth and of title; or the friends of order and law to frustrate the designs of the intriguing demagogue, or restrain the outbreakings of popular phrenzy, than *sound education*. Here, here, fellow-citizens, is the palladium of your liberties,—of all that is valuable in the social fabric. It is not only connected therewith, but constitutes its *very life*. Why then should not the public assume the education of the child? * * * Then every class of citizens, and every individual, would feel a direct and immediate interest and concern in the public schools; and these would rise to an elevation of character, which has yet hardly been reached by our best private establishments. Our children would be educated together, without distinction of rank; and this, if it has no other recommendation, would certainly better comport with our republican habits and institutions. * * * If the children of the affluent go to one school, and the children of mechanics and the poor to another, will not the tendency be to keep up a distinction of ranks in society? * * * To have good

schools, we must have good *teachers*,—teachers of the right temper and disposition, and of the proper scholastic attainments. * * * Where shall we get them? How and where shall they be qualified? * * * Would it be any thing more than a consistent carrying out and completion of the school system already begun,—yea, would it exceed the limits of a judicious economy, to appropriate funds for establishing *seminaries*, in which teachers, themselves, may be taught *how to teach*. * * * This, it seems to us, more than any thing, our schools need; and this the community should demand.

Quickened by the spirit and guided by the principles of this excellent address, the people of Nantucket were led to make many improvements in their system of free schools. They enlarged the number of them, and graduated them in relation to each other, from the Primary to the High School; introduced improved desks and seats, effective ventilators, better text-books, and took greater pains to secure the services of well-qualified teachers. The private schools were, to a considerable extent, relinquished; and the children of all classes came together, as they were able, to enjoy alike the common bounty,—of all classes except that which had always been subjected to the greatest disadvantages, and therefore needed assistance and encouragement the most. The *colored* inhabitants of the town were not allowed to send their children into the public Grammar Schools; but a provision was made to educate them by themselves. Against this decision, Mr. Peirce remonstrated and contended, with his wonted earnestness and determination. But the "prejudice against color" was too mighty for his appeals to prevail. He left his protest against this wrong. It will be preserved; and, in some future day, it will be read with greater admiration than it would awaken now.

The address, from which we have just made liberal extracts, could not escape the vigilant notice of those wise and earnest philanthropists, who, at that time, were most intent upon the improvement of our system of public instruction. In 1837, the Hon. Horace Mann, (whose acceptance of the secretaryship of the then newly-created Board of Education in Massachusetts, was an era in the progress of Christian civilization,) visited Nantucket in the course of his thorough investigations into the condition of the common schools of the state. He found on that island the man who could construct, manage, and teach a school, better even than he could tell how it ought to be done. Mr. Peirce's school appeared to Mr. Mann an approach to his own high ideal of what a seminary for the education of the young should be. He clothed his appreciation of its excellencies in a nautical figure, pertinent to the place and the community in which he found it. "That school," said he—we quote from the memory of another—"that school is as much superior to schools in general as a strongly-built, well-equipped, ably-managed steamboat, propelled by a powerful engine, within itself competent to 'keep its head,' let the

winds blow and the waves roll as they may, is superior to a ship, that must shift its sails to suit every breeze, and furl them when it storms, and that is withal unseaworthy, leaking at many a seam, poorly manned, and commanded by a captain who does not understand navigation."

Mr. Peirce kept the Nantucket High School nearly two years. It comprised between fifty and sixty pupils of both sexes, and of the usual variety of ages and characters. He succeeded, however, in establishing and preserving uncommonly good order; in securing remarkable regularity and punctuality in the attendance of his pupils; and induced them to be diligent and faithful in their studies, and to make improvement in all respects greater than ever before. And yet he struck not one blow, nor inflicted any other corporal punishment.

The friends of the new system were more than satisfied. The opposers were silenced. It was made apparent to all, that public schools of every grade, having boys and girls together, if well classed, as they may be where there is a proper series, furnished with suitable rooms, text-books and apparatus, and committed to the management of competent teachers, may be conducted with exemplary order, and be led to make greater progress than common, in all the learning taught in our schools, without any inflictions of bodily suffering, or the stimulus of any other emulation than that which will be naturally awakened, wherever numbers are brought together to pursue the same high object. Excellence, in whatever they undertook to learn or to do, excellence was always kept before Mr. Peirce's pupils, as the mark to which they should aspire,—excellence, rather than to excel a competitor. Thoroughness, exactness, fidelity in all things, intelligence in every exercise, and an exalted tone of moral sentiments, were the admirable characteristics acknowledged to be conspicuous in Mr. Peirce's school.

These were precisely the excellencies which ought to be conspicuous in every school; but they must be extant in the teacher, or they can not be infused into pupils. Therefore, to unfold these excellencies, if possible, in all who would be teachers of the young, had come to be regarded by the enlightened friends of education as the greatest desideratum; and, to keep the schools out of the hands of those who were devoid of these excellencies was felt to be a necessary precaution. Mr. Mann and his co-laborers had been brought to the conclusion, that seminaries, especially for the training of teachers, must be established. And they were confident that Mr. Peirce was the man who could show what a normal school should be.

When, therefore, the munificence of the late Hon. Edmund Dwight

induced the legislature of Massachusetts to make the needful appropriation, and so soon as a local habitation had been provided, the Board of Education unanimously elected Mr. Peirce to commence the enterprise.

It was with no little difficulty that the people of Nantucket could be persuaded to relinquish him; nor was it easy for him to persuade himself to leave his happy home in their midst, where he was so much respected and loved; and where he was so well established at the head of a system of schools, which he had mainly devised, and which was working so satisfactorily under him. But no one was more fully aware of the defects of common schools than he. No one appreciated more profoundly the necessity of the especial preparation of teachers for their work. He was not the man who would refuse, from any personal considerations, what it was made to appear his duty to undertake for the benefit of the rising generations. He had admired, from the beginning, Horace Mann's generous consecration of himself to the improvement of the common schools. He discerned the wisdom of his plans, and the unsparing pains he took to carry them into operation. And, when that enlightened, devoted friend of humanity besought his help, with the earnest assurance that he knew no other man to whom he could so confidently intrust the commencement of that part of his improved system of schools, on which the success of the whole depended, Mr. Peirce could not withhold himself. He accepted the appointment, saying, "I had rather die than fail in the undertaking."

On the 3d of July, 1839, he entered upon his labors at Lexington, as principal of the first Normal School on this continent.

What a Normal School was to be, most persons could not divine. Conjectures were various; some of them ludicrous. Then, a few teachers seemed to feel that the rearing of such an institution was a derogatory imputation upon their whole fraternity. Some academies looked with an evil eye upon a seminary, founded in part by the Commonwealth, to do what they had hitherto assumed to be their especial work. Moreover, the admirable qualifications of Mr. Peirce to be a teacher of teachers were not much known off the Island of Nantucket, excepting to the Board of Education, (itself a novelty,) and a few zealots in the cause of reform. Not a note of congratulation welcomed him to his post. The aspect all around was cold and forbidding, except the countenance of Mr. Mann, and the few enlightened friends of education who regarded his coming as the dawning of a new day.

At the opening of the school, only three offered themselves to

become his pupils. The contrast between the full, flourishing establishment he had just left at Nantucket, and the "beggarly account of empty boxes," which were daily before him for the first three months, was very disheartening. He could not repress the apprehension that the Board of Education had made a fatal mistake, in intrusting the commencement of the enterprise to one so little known as himself throughout the Commonwealth; and he feared that Normal Schools would die at their birth, for want of something to live on. However, he had put his hand to the plough, and of course the furrow must be driven through, aye, and the whole field turned over, before he would relinquish his effort. He set about his work, as one determined to "do with his might what his hand found to do." He soon made his three pupils conscious that there was more to be known about even the primary branches of education than they had dreampt of; and better methods of teaching reading, spelling, grammar, arithmetic and geography, than were practised in the schools. Their reports of the searching thoroughness and other excellent peculiarities of the Normal Teacher attracted others to him. The number of his pupils steadily increased from term to term, until, at the expiration of his first three years of service, there were forty-two. In the course of those years, more than fifty went out from under his training, to teach, with certificates of his approbation; and the obvious improvement in their methods of governing children, and giving them instruction, demonstrated the utility of Normal Schools. His immediate successor, in 1842, in order to satisfy himself and the public on this point, sent a circular letter to every district in the Commonwealth, where a pupil of Mr. Peirce's was known to have been employed as an instructor, making the inquiries adapted to elicit the desired information. In every case, but one or two, testimonials were returned, setting forth the marked superiority of teachers from the Normal School. It became then a fixed fact, that such a seminary was needful,—that it would effect the improvement in common schools, which was of first importance—namely, the better qualification of teachers. Normal Schools have been multiplied; their usefulness is no longer questioned; ample provisions are made for their support; they have come to be regarded as an essential part of the improved system of public instruction in New York, Connecticut, Rhode Island, and several other states, besides Massachusetts. Is it, then, small praise, to have it said of any one, that we are indebted for the establishment of Normal Schools to him, more than to any other individual? If to Horace Mann belongs the honor of having made the need of such institutions so apparent, that private and public bounty was directed toward them,

it is due to Mr. Peirce to record that it was his inflexible perseverance, which overcame the obstacles that well-nigh precluded their commencement, and his admirable fidelity and skill which settled the question of their usefulness. One of the earliest and most devoted promoters of the educational improvements which have been introduced within the last twenty years, the gentleman who framed and set in operation the excellent school system of Rhode Island, and has done more than any body else to regenerate the school system of Connecticut, (the editor of this Journal is the only person who would be displeased should we name him,) the gentleman whose knowledge of the history of this revival of education is more extensive and thorough, and whose judgment of its causes and effects is more to be relied on, than that of any other man,—hardly excepting even Horace Mann,—that gentleman has more than once been heard to say,—"Had it not been for Mr. Cyrus Peirce, I consider that the cause of Normal Schools would have failed, or have been postponed for an indefinite period."

Let it, then, be added here, the selection of Mr. Peirce to commence this signal improvement, was not a matter of mere accident, or good fortune. It was the result of Mr. Mann's thorough appreciation of the nature of the undertaking, and profound insight into the qualifications of the one who should be trusted to commence it. He might have selected one of many gifted teachers, more widely known, and of more popular, attractive mien,—one who would, at the outset, have gathered about him a host of pupils. He might have found a few who could have taught some things, perhaps, better than Mr. Peirce. But there was no other man, within the sphere of his careful search, who combined so many of the qualities demanded, so many of the elements of certain success. If we should name another as comparable to him, it would be the late lamented David P. Page, the first principal of the New York Normal School, who excelled Mr. Peirce in popular gifts, and almost equaled him in all the fundamental requisites. Still, the preference was wisely given.

Mr. Peirce's profound reverence for truth is the basis of his character as a man and a teacher,—truth in every thing,—the whole truth, the exact truth. Never have we known another so scrupulous. His reverence for truth was ever active, ever working in him, and renewing itself, day by day, in some higher manifestation, or some deeper expression. Although he frequently, if not every day, closed his school with the admonition,—"my pupils, live to the truth,"—yet it never seemed like a vain repetition; it always appeared to come fresh from his heart, as if it were a new inspiration of his longing for them to become all that God had made them capable of being.

To pupils of a facile, temporizing, slipshod disposition, Mr. Peirce was tedious, because of his particularity. Not partly, almost, very nearly right, would ever satisfy him. Each answer that was given him to every question that he put, must be wholly, exactly correct, so correct as to make it self-evident that the one who gave it fully appreciated the truth expressed by the words he used; and used such words as made the truth luminous to others, who were capable of receiving it. This intellectual and moral conscientiousness soon captivated those of a kindred spirit, and, in due time, impressed the most heedless as an admirable, a divine characteristic. Surely it is so. It can not be too conspicuous in those, to whom may be intrusted the forming of the mental and moral habits of the young. For the divergence of "*almost* right," from "exactly right," may, in the course of time, be greater than any, except the Infinite mind, can estimate.

Attention to one thing at a time, and the thorough, complete understanding of every thing antecedent and preliminary, before attempting to advance in any branch of science, were principles on which Mr. Peirce insisted, until it was found to be futile to attempt to get forward under his tuition, if they were slighted. All shamming was detected by him; and skimming the surface of any subject made to appear silly. It was settled that nothing could be well taught to another, unless the teacher thorougly comprehended what he set about to communicate. Therefore, much of the time of his pupils in the Normal School was devoted to the careful study of each branch of learning expected to be taught in the primary and grammar schools,—the primary being always accounted by him prior in importance, as well as in time. On nothing, except only moral culture, did Mr. Peirce dwell with more particularity, than on the first elements of Reading, Writing and Arithmetic. He insisted that whenever a child has been put in full possession of these, he will be able to attain any degree of proficiency in each of the branches, and their dependdents, that he may take pains to seek. But, if these elementary parts have not been thoroughly learnt by any one, imperfection will, at some time, somewhere, show itself, and embarrass subsequent attempts at learning, with or without an instructor.

Next to thinking and expressing one's own thoughts, the most wonderful power given to man is that by which we may receive from the written or the printed page, and communicate audibly, the thoughts of another. Yet this power is in most cases very imperfectly unfolded, and very shabbily exercised. The number of good readers, within any one's acquaintance, may always be counted in a trice.

> "To hear some parsons, how they preach,
> How they run o'er all parts of speech,
> And neither rise a note, nor sink;
> Our learned Bishops, one would think,
> Had taken school-boys from the rod
> To make embassadors to God."

Upon nothing, excepting moral character, did Mr. Peirce bestow so much pains as upon the Art of Reading. And he was singularly successful in teaching it—especially the reading of our Sacred Scriptures. Yet was he lacking in what would seem to be the *sine qua non* of a fine reader, namely, a clear, sonorous voice. His deficiency in this respect, however, was triumphed over by the force of his intellect, and the depth of his emotional nature. It was forgotten, as one listened to his luminous, forcible reading of choice passages from the Bible, or other favorite books. His hearers caught the inspiration of his soul; so that, never has reading seemed to us so high an intellectual effort and treat, as when we have been listening to some of his pupils.

His method of teaching reading, from the beginning, is set forth in his lecture before the American Institute of Instruction, in 1844, which may be found in the volume published by the Institute that year. In order to save children from acquiring a monotonous, or drawling, or nasal tone, which it is so difficult afterward to correct, as well as to make reading, from the first, a more intelligible, intelligent, and agreeable exercise, Mr. Peirce, in that lecture, recommends, what he had tried with excellent success in his Model School, *beginning with words rather than letters.* We fear this method has not been faithfully tried in our schools generally; and we would take this occasion to commend it again to all who are about to commence teaching any children to read, at home, or in the primary schools. Try this method, as it is explained in the lecture just referred to. We commend it, not only on the high authority of Mr. Peirce, but on our own observation of its much better results.

In Arithmetic, Mr. Peirce was among the first to welcome and apply Mr. W. Colburn's method of teaching the relations and powers of numbers,—a method which can never be superseded, and the application of which has never been surpassed, if equaled, by any subsequent authors, excepting those who have built on his foundation. Mr. Colburn's method, however, may be abused, as it has been, by teachers who have not thoroughly understood it, or have been careless in applying it. Mr. Peirce taught his pupils in the Normal School how to teach Arithmetic *exactly* in the manner indicated by

Mr. Colburn. In this he preceded, though he never surpassed Mr. Tillinghast; and we take this occasion to add, neither of them quite equaled Miss Caroline Tilden, the favorite pupil of the one, and one of the favorite assistants of the other.

But we have not here room to specify any further. In every department of teaching, Mr. Peirce was, and taught his pupils to be, thorough, intelligent, and intelligible. He impressed it, in the first place, upon all whom he was preparing for the work, that, whatsoever they would communicate to others, they must first themselves thoroughly understand. The text-book, however excellent, may be of little avail to his class, unless the teacher knows more than the mere words of that book. And, secondly, the teacher can not help his pupils to acquire any part of any science, excepting so far as he may lead them clearly to comprehend it. Mr. Peirce continually detected and repudiated the substitution of memory for understanding; and earnestly enjoined it upon his pupils to do likewise, when they should become teachers.

As soon as practicable, after opening the Normal School at Lexington, Mr. Peirce instituted the Model Department,—a school composed of the children of the neighborhood, just such as would be found in most of our country district schools. In that he led his normal pupils, seriatim, by turns, to apply and test for themselves, the correctness, the excellence of the principles of teaching, which he was laboring to instil into them. This was the most peculiar part of the institution. In the management of it, he evinced great adroitness as well as indomitable perseverance, and untiring patience. In that Model Department, the future teachers, under his supervision, practised the best methods of governing and instructing children, so that each one, when she left the Normal School, carried with her *some experience* in the conduct of a common school.

Thus Mr. Peirce wrought three years at Lexington, performing an amount of labor, which, should we give it in detail, it might lessen, in the estimation of our readers, our credibility as a biographer. He fully justified the confidence which Mr. Mann and the Board of Education had reposed in him. And he gained continually the reverence and the love of his successive pupils. Strict as he was, uncompromising, exacting as he was, he was yet so just, so true, so faithful in his attentions to each individual,—so kind and sympathizing to all, even the least successful and most unlovely,—that he conciliated the hearts of all, not wholly excepting even the very few who were untractable in his hands. It was so obvious that he desired their highest good, so obvious that he was truly *paternal* in his regard for their personal

welfare and future usefulness, that "*Father Peirce*" soon came to be the title given him with one accord.

His labors and cares were too much even for his powers of attention and endurance. They were such, that he seldom allowed himself more than *four hours* for sleep, out of each twenty-four. He slighted nothing. Not the least thing was out of order, that he was responsible for. He gave personal attention to every exercise of each one of his pupils—especial consideration to the case of every one who needed. He kept a watchful eye upon the deportment of all, out of school as well as in, and had a care for the comfort and especially for the health of all. It was more than he could longer endure.

In 1842, therefore, at the end of three years, he was obliged to resign his charge. "It was," we quote from the Sixth Annual Report of the Board of Education, "the ardent desire of the Board to secure the further services of that gentleman in a place, which he has filled with such honor to himself and such usefulness to the community; but, owing to the state of his health and to other circumstances, he felt obliged to tender his resignation, which the Board most reluctantly accepted. Never, perhaps, have greater assiduity and fidelity distinguished and rewarded, the labors of any instructor. Mr. Peirce has retired from the employment of teaching; but the models of instruction which he has left, and his power of exciting an enthusiasm in the noble cause of education, will long remain as a blessing to the young."

He left Lexington, regretted by all, and returned once more to his loved home on the Island of Nantucket, under the painful apprehension that his labors as a teacher were ended, and that the rest of his life must be spent as an invalid. But the entire repose of body and mind which he was there permitted to enjoy, recruited him more and much sooner than was expected; and, at the end of two years, he was ready to engage again in the work of teaching.

His successor, at Lexington, gladly resigned the place in his favor. He was at once reëlected by a unanimous vote of the Board of Education, and resumed the charge of the Normal School in August, 1844;—not, however, in Lexington. The number of pupils had so greatly increased that much larger accommodations were needed than could be furnished in Lexington. A building of suitable dimensions, but erected for another purpose, had just then been purchased in West Newton. All arrangements necessary for the school were to be made in it. The devising and superintending of these devolved upon Mr. Peirce; and he soon showed, so far as the limits within which he was required to work would permit, that he knew how a school-room ought to be

constructed, arranged, furnished, warmed and ventilated, as well as how those who should be gathered into it, ought to be instructed. Every one who came to view the work, when completed, acknowledged that he had made the best possible use of the premises and the funds, that had been put at his disposal.

In that somewhat new and much enlarged sphere, he labored yet five years more, with his wonted fidelity, skill and success. He had now very able assistants, those on whose faithfulness as well as ability, he could implicitly rely. Yet was his attention unremitted. He was mindful of every thing. His pupils were not regarded merely as component parts of their several classes. Each of them was an individual. Each might have peculiar difficulties to contend with, peculiar obstacles to success. He, therefore, sought to know each one personally, that he might render the aid, and suggest the discipline applicable to each. True, as he never spared himself, so he rigidly exacted of his pupils all that he knew them to be able to perform. Yet, he sympathized with every one of them. He was as a father to them all. The discovery of any serious faults in any of them only made him more solicitous for their improvement, more tender in his manner; although never *indulgent*, never remitting what it was right to require.

It was during this second connexion with the Normal School that Mr. Pierce laid the foundation of a disease that will probably cause him much discomfort, it may be severe suffering, so long as he abides in the body.

It was his unvarying determination to have every thing pertaining to the school-house so carefully arranged, and in such perfect order betimes, that not one minute of the hours appropriated to school exercises should be lost. All his pupils were females. He, therefore, could not call upon them for assistance in some of the "chores" that needed to be done every day and night, especially in the winter season. Neither could he hire the service of any man, who would *never fail* to do every thing that needed to be done, at the right time, and in the best manner. Furthermore, he was unwilling to increase the expenses of his pupils, many of whom were poor, by swelling the amount of incidental charges, which devolved upon them. During each of the winters at West Newton, as he used to do while at Lexington, when the night was very cold, threatening an unusually severe morning, he would go, at eleven or twelve o'clock, and replenish the furnace, to insure a comfortable room at the opening of the school. He would always go, at 3 or 4 o'clock in the morning, attend to the fires, sweep off the snow from the steps, shovel paths around the house, bring water enough from a neighboring well to supply the demands

of the day, and then, returning home, would devote himself to study until school time, carefully preparing himself upon every lesson which he was about to teach. It may seem to some of our readers that we are condescending too much in making mention of such matters; but, it is in faithful attention to *small* matters that the depth and strength of a man's principles are evinced.* And the fact that it was these things which brought upon him a malady that will be life-long, gives them no little importance in the memoir of this excellent man.

In the summer of 1849, he was compelled again to resign the charge of the Normal School, which might almost be called a thing of his own creation; to the welfare of which every power of his soul and of his body had been consecrated for eight years. And now he must leave it, with the sad consciousness that health and strength were so seriously impaired that he was no longer able, and never again would be able, to discharge, as he had been wont to do, the duties of the place he had filled so long. Yes, literally *filled.* No one but himself could recount any of Father Peirce's shortcomings. His measure of performance had run over rather than come short. That was a day of sore trial to his feelings, and the feelings of the many who revered and loved him. Yet was it an occasion of joy, of generous exultation. He was to receive an honorable discharge from an arduous post, the duties of which had been excellently well fulfilled.

The highest commendations of his fidelity and success were bestowed by the Board of Education and others, who had been most cognizant of his labors. His pupils, in great numbers, gathered about him, to testify their respect and affection. The Normal School-rooms, which he had constructed, and had permeated with his earnest, devoted spirit, every day of every term for five years, were tastefully and pertinently decorated; and there, in the presence of as many of his normal children, and tried friends, and generous patrons of the institution, as the rooms would admit, he was addressed by the Hon. Horace Mann, who had selected him for that high place, had persuaded him to accept it, and who could, more justly than any body else, appreciate the exceeding value of his services. It was a valedictory honorable alike to him who gave and him who received it.

A purse, containing about five hundred dollars, contributed by his pupils and other friends, was then presented, to induce and enable him to accept the appointment, tendered to him by the American Peace Society, to go as one of their representatives to the World's Peace Congress, to be held shortly in the city of Paris.

* Mr. Peirce required nothing of his pupils, that he did not himself practise. During the fifty years of his school-keeping, he never absented himself in a single instance for the sake of any recreation. *And he was tardy only twice.*

This was almost the only recreation he had allowed himself to think of taking since he left college, in 1810.

He went to Europe in company with a long-tried friend,—one of the same ripe age with himself, of similar tastes and character,—the Rev. Dr. Joseph Allen, of Northborough, who, like himself, had well-earned a respite from care and toil. Both of them were disciples of the venerable Worcester, the Apostle of Peace, and had, for many years, inculcated and practised the principles of the Gospel, which that holy man labored to redeem from neglect. It was, therefore, with no common interest that they went to a convention of persons, called from all parts of the world, to meet in the metropolis of the most belligerent nation of modern Europe. The meeting convened on the 22d day of August, 1849. There they saw, heard and communed with many of the pure, Christian men of Christendom, who, in the midst of the clash of armies, the shouts of victory, the lamentations of defeat, had long seen and deplored the folly as well as the wickedness of war, and had been earnestly inquiring for some other modes of adjusting the differences which must needs arise between nations, similar to those that are relied upon in cases that arise between individuals.

They afterward spent some months, traveling in England and on the Continent, enjoying all the gratification that the time and their opportunities allowed them, and their abundant stores of historical and classical knowledge qualified them to partake of.

In a letter lately received from Dr. Allen, he says of Mr. Peirce:

> I never fully appreciated his merits, until he became connected with the Normal School. There, as all know, he was not only principal but *princeps*. There he exhibited the abundant fruits of his patient, faithful labors, continued, without intermission, through the years of his youth and manhood ; and there he gained a name that will live and be honored by future generations. * * * It was my good fortune to be his fellow-traveler in a tour through some parts of England and the Continent, in the summer of 1849. We went in the same packet, rode in the same cars or carriages, lodged at the same inns. This close and long-continued intercourse served to cement our friendship, and greatly to increase my high respect for him as a scholar, and a man of integrity, honor and purity,—*an Israelite, indeed, in whom there is no guile.*

Soon after his return from Europe, in 1850, partly because of his pecuniary need, but mainly because of his love of teaching, he became an assistant in the excellent school opened by Mr. Nathaniel T. Allen, in the premises lately of the Normal School, which was removed to Framingham ; and there, like the Hon. John Q. Adams in Congress, he has for several years been discharging, with exemplary fidelity, the duties of a subordinate, in the very place where he had so long presided.

If there be one excellence which, more than another, has characterized the schools kept by Mr. Peirce, from the beginning of his long career, it is the especial attention he has paid to the *moral* culture of

his pupils. He early perceived that the development of the intellectual forces of the children of men, and the bestowment upon them of large stores of literary and scientific knowledge, without a corresponding unfolding of their moral natures, fitted and often would rather dispose them to vice more than to virtue. It has long been obvious that "knowledge is power" for evil as well as for good. Mr. Peirce was fully persuaded that those instructors were conferring a questionable benefit upon society, if nothing worse, who were sending out children, enabled to run well on any of the various courses which might be thrown open to their political ambition, their love of money, or desire for social distinction, unless they have taken all necessary pains to fortify them against temptation, by awakening in their hearts a profound reverence for all the laws of God, and an unfeigned, impartial respect for the rights and feelings of their fellow-men.

His views on this fundamentally important matter were fully exhibited in a carefully prepared Essay on "Crime, its cause and cure," which he presented incognito to the committee of the American Institute of Instruction on Prize Essays, in 1853. Each member of that committee by himself examined it, and formed his decision without conference with the other members. They all concurred in awarding to his essay the premium offered. And yet, when the essay came to be read before the Institute at New Haven, it was misunderstood, misrepresented, vehemently opposed, and finally forbidden a place among the publications of the Institute. Seldom has there been such an instance of hot haste in a deliberative assembly of wise and good men. The essay was soon after published, just as it had been read to the Institute. It vindicates itself against the decision of that body. And it has also the endorsement of such men as George B. Emerson and Solomon Adams. The essay does not, as was alledged, charge upon the schools of New England that they teach immorality, or that they are the *productive cause* of the increase of crime among us. It only asserts and maintains what was seen to be true by the most careful observers, and has since become more and more apparent to all who take any notice,—1st, that *merely intellectual* education is no security against immorality or crime; 2d, that facts show that crime *may* increase at the same time with increased attention to education,—the common education of the school;—that this is the case, to some extent, in our own New England; and for the reason, in part, that the common education of our schools has in it too little of the moral element. We cultivate the head more than the heart. And 3d, that there is, hence, a call upon teachers, committees, parents, and all friends of true education, to make a larger outlay

for moral instruction, assigning to it in our schools the high place its importance demands. No propositions respecting our schools could have been announced, that were then, and are now, more easily proved than these. Could Mr. Peirce's essay be read again to the Institute, at this day, it would meet with a very different reception. The eyes of many more men, here and in Europe, have opened since 1853, to discern what he then saw. While we are writing these pages, a grave amount of testimony, exactly to the point in question, is brought to us in a contemporary journal, *The Religious Magazine*, as follows:

Education in New England has not been receding these dozen years. Schools have been multiplied; universities have been enlarged; the standard of scholarship has been raised. Yet the grosser kinds of iniquity have been spreading too. A careful examination of the records of penitentiaries and criminal dockets, has shown that this growth of lawlessness is just as great, in proportion, among those classes that instruction reaches, as with the abject and illiterate. Joseph Fletcher, one of Her Majesty's Inspectors of Schools, in a careful work on the moral statistics of England and Wales, shows that crime is not according to ignorance. Similar returns from France indicate, in fact, that the most highly educated districts are the most criminal districts. A series of able articles in the "Morning Chronicle," for 1849 and 1850, go to establish the same strange and almost paradoxical conclusion respecting different parts of Great Britain. The testimony of many chaplains of prisons is brought to confirm it. The ingenious treatise of Herbert Spencer, entitled "Social Statistics," adduces much parallel evidence. There may be some element in such data to modify an inference of the full breadth of the apparent facts. Yet is it a most impressive result. Ought it not to satisfy us that mental cultivation and moral principle are two things,—meant, no doubt to be harmonized and to help each other, but easily separated, and even made perversely hostile?

Horace Mann took the true ground, in his late address at Antioch College, in maintaining that colleges ought to be held responsible for the moral as well as the intellectual character of its graduates; and that diplomas should either contain, or be accompanied with, a discriminating certificate of moral character.

We think the American Institute of Instruction owe it to themselves, and to their committee on prizes, not less than to Mr. Peirce, to reconsider their action in 1853 respecting his essay, and to give it the honorable place among their publications to which it is entitled.

In accordance with the conviction declared in that essay, and animated by the spirit which breathes through it, Mr. Peirce, from the first, has given his chief attention to the moral conduct and principles of his pupils. No violation of the truth, in act or word, no obliquity of language, or feeling, or motive, would he pass lightly over. Any thing of the kind revealed to him that there was unsoundness at the very basis of his pupil's character; and he had no heart, until that should be remedied, to go on building upon a foundation that he knew might at any time give way, and leave the superstructure a moral ruin,—all the more unsightly and pitiful if decorated with the

ornaments which learning, genius and taste may have entwined around the fallen columns.

Of course, it was in the preparation and recitation of their lessons, for the most part, that he was led to the discovery of his pupil's faults, or weaknesses,—was brought into conflict with the evil that was in them. He never punished, he never reproved a pupil for failing to do what he was unable to do; but only for negligence, for inattention, for not having made the effort he was bound to make. This he justly accounted an immorality. It was unfaithfulness to one's self; a fraud upon the teacher; ingratitude to one's parents; impiety toward God. No one could have been more tender, sympathizing, than Mr. Peirce always was, to one in difficulty. He would explain what was obscure. He would remove all obstacles out of his way, excepting that which the pupil alone could remove,—the obstacle in his own will,—his indisposition to make the needful effort. *That* the pupil must make himself. And Mr. Peirce never released him; never qualified a demand that it was reasonable to enforce.

Any artifices at the time of recitation, any promptings by word or sign, any sly lookings to discover what ought to have been learnt before, if detected, (as they were very apt to be by his vigilant eye or ear,) were sure to bring upon the culprits severe reprimands, it may have been some more enduring punishments. He could not look upon such as light offences,—merely roguish tricks, pardonable in thoughtless boys. They were frauds—attempts to make things and persons appear to be what they were not. And, if boys and girls did not appreciate the iniquity of such things, it ought all the more carefully to be exposed to them, and impressed upon them.

So, too, unnecessary tardiness and absence from school, playing or whispering during the hours assigned to study, were denounced and treated as grave offences against the little community, (which every school is,) no less than against one's self. Each and all of these things were reproved and punished, not so much because they were contrary to the laws which he had enacted, as because they were wrong in themselves, contrary to the eternal laws of right. He was careful to make the morality of all his requirements apparent to his pupils. His was not an arbitrary government. His laws were not matters of his own invention. They were the principles of righteousness applied to the conduct of children.

We have already stated that, at the outset of his career as a teacher, Mr. Peirce resorted to the then common expedients for insuring order, obedience, and attention to study; to wit, corporal punishments, appeals to emulation, offers of premiums. By these he did, for the

most part, obtain good recitations. He kept what was accounted a good school. He got to himself a high reputation. He could always have as many pupils as he saw fit to receive. For, behind all these things, there were accuracy, thoroughness, untiring assiduity, and impartial fidelity. It would seem, too, from the letters we have received, that, with the exception of the few very perverse, ill-disposed ones, he was generally beloved as well as respected by his pupils. They were all satisfied that he desired to promote their highest welfare; and that he was able as well as willing to teach them all they were willing or able to learn. Goldsmith's description of a country schoolmaster, might be taken as quite a correct likeness of him in that day, and of the regard in which he was held by the parents and their children.

But it was not long before he came to distrust the common appliances, and, at last, long ago, utterly to abandon and discountenance the use of them. He has been so successful in the management of his schools for the last twenty years, without corporal punishments, premiums, or artificial emulations, and withal has been so prominent an advocate of the new doctrine of school government, that it may be instructive, as well as interesting to our readers, to be informed of the process of the change, which took place in him, and the reasons for that change.

Our account will be taken mainly from a letter, which he wrote to a very particular friend,—wrote without the expectation that any part of it would be given to the public. It will speak for itself. It will call forth responses from the hearts of many, who have had, or may have, much experience in school-keeping.

The change was gradual, the work of time, and arose from various considerations. 1st. I could not, at least I did not, always administer corporal punishment, without awakening, or yielding to emotions of a doubtful character. I began to suspect that the effect upon myself was not good; and I could see that it often shocked, disturbed, but did not exalt the moral sentiment of the school. In a word, to both parties, it seemed to me, to work spiritual *death* rather than *life*. 2d. Often, after having inflicted it, I was visited with very troublesome doubts; such as, that possibly I had been too severe, even where I had no doubt that the offender deserved some chastisement; sometimes with a query, whether I could not have gotten along quite as well without any blows at all. This last query was pretty apt to arise the next day, after all the excitement of the occasion had subsided. 3d. Then again I was often troubled with the thought, that possibly I had not made sufficient allowance for the circumstances, and considerations, which pleaded in behalf of the culprit, such as natural temperament, inherited disposition, his previous training, surrounding influences, and peculiar temptations. 4th. Moreover, when I witnessed the blessed, the heavenly effects of forgiveness, and encouragement, I would almost resolve forthwith to put away the ferule and strap, and rely on moral suasion alone. 5th. As I lived longer, and observed, and experienced more, if I grew no wiser in other respects, I did in the knowledge of myself. I saw more of my own imperfections and faults, and self-conviction made me more compassionate and forgiving toward others. In fine, I came to the belief, that the *natural laws and their penalties*, to which all men, and the children of men, alike, are subject, from the beginning of their existence, were founded in love,

as well as wisdom; yea, that our sufferings, (the consequences of transgression,) were, equally with our enjoyments, evidences of the wisdom and benevolence of the Heavenly Father. I thought, too, that I could discern a connexion between the transgression committed and the penalty endured,—an adaptation of the one to the other, in the divine discipline, the like of which I could not see in my own *artificial inflictions*. The punishments I was wont to apply, began to seem to me harsh, far-fetched, arbitrary, having no relation to the offences committed. And ought we not, said I to myself, in our discipline of children, to strive to imitate, as closely as possible, the Divine administration? On philosophical principles, too, it seemed to me, the educator of the young could not be justified, in appealing to fear and force. Hope is a higher, nobler principle than fear. Hope, cheers, quickens, awakens aspiration, excites to effort and sustains it. Fear addresses itself to selfishness; depresses and debases the subject of it. Moreover, it seemed to me, as the Creator had *adapted* the human mind to seek, apprehend and enjoy the truth, that, whenever truth was rightly presented, it would be apprehended, embraced, enjoyed, as naturally as the stomach receives, and relishes its appropriate food, without the extraneous and ill-adapted stimulus of *blows*. He, whose inspiration gave *understanding* to man, did not so fashion it as to render *blows* necessary to enable it to receive and appreciate knowledge. I came to see less and less clearly the loving kindness, or wisdom of such appliances.

God, creation, man, human relations, indeed all things began to put on a new and more beautiful aspect. Under the rule and quickening influence of love, the school-room wore a new and brighter face,—brighter prospectively, when I entered it in the morning; brighter retrospectively, when I left it at night.

The above, I trust, will serve to hint to you the leading considerations that wrought with me a change of views and of practice, in regard to the whole subject of school discipline; in regard to the means and motives to be resorted to, in the great work of education. The persons chiefly instrumental in bringing about this change in me, quite unconsciously it may have been to themselves, were the Rev. Mr. Mottey, late of Lynnfield, Mass.; the Rev. Dr. Damon, late of West Cambridge, and Lucretia Mott. The conversations of each of these excellent persons, helped to bring me to the result I have attempted to describe. I think it was after listening to a conversation from Mrs. Mott, at Nantucket, in 1827, that I definitely formed the resolution to *attempt* thenceforward to keep school without the *intervention*, (for I can not say *aid*,) of *blows*.

In the same communication, of which the foregoing is an abstract, Mr. Peirce, says:—"The book to which, after the Bible, I owe most, is that incomparable work of George Combe, '*On the Constitution of Man.*' It was to me a most suggestive book; and I regard it as the best treatise on education, and the philosophy of man, which I have ever met with."

Whatever may have been his methods of teaching and governing, Mr. Pierce, from the beginning to the end of his career, has made the impression upon his pupils, that he was able to give them all the instruction they were disposed or able to receive; and that it was his unfeigned desire, and constant endeavor, to lead them to become truly *wise*, and truly *good*.

The highest tribute that could be paid to his excellence, as a man and a teacher, would be a compendium of the very numerous testimonials which lie before us, from his earliest and his latest pupils. We have already given several from those of the former class. A few from the latter must suffice, and will appropriately close our memoir.

One, who was a member of his first class at Lexington, in 1839 and 1840, writes thus: "I soon learnt to respect him, for his untiring

watchfulness, his uncompromising integrity, and his unceasing faithfulness—'instant in season and out of season.' To these I can bear a most grateful testimony."

Another, who was one of his pupils at West Newton, in 1849, says: "As an earnest, thorough, and effective teacher, I believe him to be unequaled. Endeavoring, as he mainly did, to rear the education of his pupils upon a true, solid basis, he dwelt especially upon the *elements* of every thing to be taught; aiming constantly to give that thorough, mental discipline, which puts the pupil into possession of his powers of acquisition and preservation. But Father Peirce's crowning excellence, was his moral power. I have never known a person who wielded so palpable an influence in this respect. Few natures could long withstand it. And I believe the good he has done in this, the highest, most essential, but most neglected part of human development, will never be duly estimated in time. * * * He combines, it seems to me, all the gentleness, tenderness, delicacy of a refined woman, with all the *manliness* of a true man."

An excellent young man, who became one of his pupils, soon after his return from Europe, has sent us the following testimony. "To Mr. Peirce, under God, I owe the knowledge I have acquired, and the moral character I have formed. I went to his school with strong proclivities to dissipation, and an utter distaste for study. With great forbearance, and by skilful, as well as kind management, he has enabled me to overcome both. He exerts quietly a very powerful influence over those who are intrusted to his discipline. He at once commands their respect; and, in due time, engages their affection."

But we must close;—and we close in the words of one, who was first a very favorite pupil, and afterward, for years, a most devoted and effective assistant,—Mrs. E. N. Walton:

I do not now recall any striking incidents, that would illustrate Father Peirce's character, either as a teacher, or as the pioneer in the great struggle which has resulted in the life and acknowledged necessity of Normal Schools. His life was uniformly so true, and his labors so unremitted, that, as I look back upon them, I discern no points that were strikingly prominent above others. The impression is rather that of a *beautiful whole*. * * * Every life has its lesson for humanity; and this, it seems to me, is taught by his. The almost omnipotence, within man's sphere, of a strong, inflexible *will*, and of patient, unremitted efforts in striving for the truth, and obeying one's convictions of right. His energy, united with his conscientiousness, made him what he was, and enabled him to accomplish what he did. What he undertook, he would do. *Attempting* was with him, so far as human efforts could make it, a synonym of *succeeding*. At first, I wondered at the results he accomplished; but an occurrence, which happened while we were at West Newton, showed me so fully his peculiar temperament, that I never afterward doubted that he would perform any task he set himself about. Whatever he could do, and had shown to be practicable, he insisted should be attempted by others. His pupils generally were *real workers*. They did not dare do otherwise than strive, and keep striving to the end. They felt, when they set about teaching, that there must be no failure; the whole normal enterprise rested,

for the time being, upon their shoulders, and they must bear it, though they were crushed beneath it.

His power of example was immense. Those pupils, upon whom his seal is deepest set, are remarkable for their energy, their faithfulness, their zeal and their *attention to the little things.*

"Learn first that which comes first." "Attend to one thing at a time." "Do thoroughly what you attempt to do at all." "Nip evil in the bud." "Be faithful in small matters." "Be firm, and yet be mild." "Be yourselves what you would have your pupils become." These maxims he repeated again and again to those he was training to be teachers, in view of their prospective duties. And "Live to the Truth,"—"Live to the Truth," was so ingrafted into our normal being that, should the mere walls of Normal Hall be tumbled to the earth, the last sound that would come from them, to our ears at least, would be, "Live to the Truth."

NOTE.

The following letter, addressed in 1851, by Mr. Peirce, to Hon. Henry Barnard, then Superintendent of Common Schools in Connecticut, embodies his own views as to the aims of his labors as Principal of the Normal School at Lexington, and West Newton.

"Dear Sir:—You ask me 'what I aimed to accomplish, and would aim to accomplish now, with my past experience before me, in a Normal School.'

I answer briefly, that it was my aim, and it would be my aim again, to make better teachers, and especially, better teachers for our common schools; so that those primary seminaries, on which so many depend for their education, might answer, in a higher degree, the end of their institution. Yes, to make better teachers; teachers who would understand, and do their business better; teachers, who should know more of the nature of children, of youthful developments, more of the subjects to be taught, and more of the true methods of teaching; who would teach more philosophically, more in harmony with the natural development of the young mind, with a truer regard to the order and connection in which the different branches of knowledge should be presented to it, and, of course, more successfully. Again, I felt that there was a call for a truer government, a higher training and discipline, in our schools; that the appeal to the rod, to a sense of shame and fear of bodily pain, so prevalent in them, had a tendency to make children mean, secretive, and vengeful, instead of high-minded, truthful, and generous; and I wished to see them in the hands of teachers, who could understand the higher and purer motives of action, as gratitude, generous affection, sense of duty, by which children should be influenced, and under which their whole character should be formed. In short, I was desirous of putting our schools into the hands of those who would make them places in which children could learn, not only to read, and write, and spell, and cipher, but gain information on various other topics, (as accounts, civil institutions, natural history, physiology, political economy, &c.) which would be useful to them in after life, and have all their faculties, (physical, intellectual and moral,) trained in such harmony and proportion, as would result in the highest formation of character. This is what I supposed the object of Normal Schools to be. Such was my object.

But in accepting the charge of the first American Institution of this kind, I did not act in the belief that there were no good teachers, or good schools among us; or that I was more wise, more fit to teach, than all my fellows. On the contrary, I knew that there were, both within and without Massachusetts, excellent schools, and not a few of them, and teachers wiser than myself; yet my conviction was strong, that the ratio of such schools to the whole number of schools were small; and that the teachers in them, for the most part, had grown up to be what they were, from long observation, and through the discipline of an experience painful to themselves, and more painful to their pupils.

It was my impression also, that a majority of those engaged in school-keeping, taught few branches, and those imperfectly, that they possessed little fitness for their business, did not understand well, either the nature of children or the subjects they professed to teach, and had little skill in the art of teaching or governing schools. I could not think it possible for them, therefore, to make

their instructions very intelligible, interesting, or profitable to their pupils, or present to them the motives best adapted to secure good lessons and good conduct, or, in a word, adopt such a course of training as would result in a sound development of the faculties, and the sure formation of a good character. I admitted that a skill and power to do all this might be acquired by trial, if teachers continued in their business long enough; but while teachers were thus learning, I was sure that pupils must be suffering. In the process of time, a man may find out by experiment, (trial,) how to tan hides and convert them into leather. But most likely the time would be long, and he would spoil many before he got through. It would be far better for him, we know, to get some knowledge of Chemistry, and spend a little time in his neighbor's tannery, before he sets up for himself. In the same way, the farmer may learn what trees, and fruits, and seeds, are best suited to particular soils, and climates, and modes of culture, but it must be by a needless outlay of time and labor, and the incurring of much loss. If wise, he would first learn the principles and facts which agricultural experiments have already established, and then commence operations. So the more I considered the subject, the more the conviction grew upon my mind, that by a judicious course of study, and of discipline, teachers may be prepared to enter on their work, not only with the hope, but almost with the assurance of success. I did not then, I do not now, (at least in the fullest extent of it,) assent to the doctrine so often expressed in one form or another, that there are no general principles to be recognized in education; no general methods to be followed in the art of teaching; that all depends upon the individual teacher; that every principle, motive and method, must owe its power to the skill with which it is applied; that what is true, and good, and useful in the hands of one, may be quite the reverse in the hands of another; and of course, that every man must invent his own methods of teaching and governing, it being impossible successfully to adopt those of another. To me it seemed that education had claims to be regarded as a science, being based on immutable principles, of which the practical teacher, though he may modify them to meet the change of ever-varying circumstances, can never lose sight.

That the educator should watch the operations of nature, the development of the mind, discipline those faculties whose activities first appear, and teach that knowledge first, which the child can most easily comprehend, viz., that which comes in through the senses, rather than through reason and the imagination; that true education demands, or rather implies the training, strengthening, and perfecting of all the faculties by means of the especial exercise of each; that in teaching, we must begin with what is simple and known, and go on by easy steps to what is complex and unknown; that for true progress and lasting results, it were better for the attention to be concentrated on a few studies, and for a considerable time, than to be divided among many, changing from one to another at short intervals; that in training children we must concede a special recognition to the principle of curiosity, a love of knowledge, and so present truth as to keep this principle in proper action; that the pleasure of acquiring, and the advantage of possessing knowledge, may be made, and should be made, a sufficient stimulus to sustain wholesome exertion without resorting to emulation, or medals, or any rewards other than those which are the natural fruits of industry and attainment; that for securing order and obedience, there are better ways than to depend solely or chiefly upon the rod, or appeals to fear; that much may be done by way of prevention of evil; that gentle means should always first be tried; that undue attention is given to intellectual training in our schools, to the neglect of physical and moral; that the training of the faculties is more important than the communication of knowledge; that the discipline, the instruction of the school-room, should better subserve the interests of real life, than it now does;—these are some of the principles, truths, facts, in education, susceptible, I think, of the clearest demonstration, and pretty generally admitted now, by all enlightened educators.

The old method of teaching Arithmetic, for instance, by taking up some printed treatise and solving abstract questions consisting of large numbers, working blindly by what must appear to the pupil arbitrary rules, would now be regarded as less philosophical, less in conformity to mental development, than the more modern way of beginning with mental Arithmetic, using practical questions, which involve small numbers, and explaining the reason of every step as you go along.

So in the study of Grammar, no Normal teacher, whether a graduate or not, of a Normal School, would require his pupils to commit the whole text-book to memory, before looking at the nature of words, and their application in the structure of sentences. Almost all have found out that memorizing the Grammar-book, and the exercise of parsing, do very little toward giving one a knowledge of the English language.

Neither is it learning Geography, to read over and commit to memory, statistics of the length and breadth of countries, their boundaries, latitude and longitude, &c., &c., without map or globe, or any visible illustration, as was once the practice. Nor does the somewhat modern addition of maps and globes much help the process, unless the scholar, by a previous acquaintance with objects in the outer world, has been prepared to use them. The shading for mountains, and black lines for rivers on maps, will be of little use to a child who has not already some idea of a mountain and a river.

And the teacher who should attempt to teach reading by requiring a child to repeat from day to day, and from month to month, the whole alphabet, until he is familiar with all the letters, as was the fashion in former days, would deserve to lose his place and be sent himself to school. Could any thing be more injudicious? Is it not more in harmony with Nature's work, to begin with simple, significant words, or rather sentences, taking care always to select such as are easy and intelligible, as well as short? Or, if letters be taken first, should they not be formed into small groups, on some principle of association, and be combined with some visible object?

Surely, the different methods of teaching the branches above-mentioned, are not all equally good. Teaching is based on immutable principles, and may be regarded as an art.

Nearly thirty years' experience in the business of teaching, I thought, had given me some acquaintance with its true principles and processes, and I deemed it no presumption to believe that I could teach them to others. This I attempted to do in the Normal School at Lexington; 1st. didactically, *i. e.* by precept, in the form of familiar conversations and lectures; 2d. by giving every day, and continually, in my own manner of teaching, an exemplification of my theory; 3d. by requiring my pupils to teach each other, in my presence, the things which I had taught them; and 4th. by means of the Model School, where, under my general supervision, the Normal pupils had an opportunity, both to prove and to improve their skill in teaching and managing schools. At all our recitations, (the modes of which were very various,) and in other connections, there was allowed the greatest freedom of inquiry and remark, and principles, modes, processes, every thing indeed relating to school-keeping, was discussed. The thoughts and opinions of each one were thus made the property of the whole, and there was infused into all hearts a deeper and deeper interest in the teachers' calling. In this way the Normal School became a kind of standing Teachers' Institute.

But for a particular account of my manner and processes at the Normal School, allow me to refer you to a letter which I had the honor, at your request, to address to you from Lexington, Jan. 1, 1841, and which was published in the Common School Journal, both of Connecticut and Massachusetts, (vol. 3.)

What success attended my labors, I must leave to others to say. I acknowledge, it was far from being satisfactory to myself. Still the experiment convinced me that Normal Schools may be made a powerful auxiliary to the cause of education. A thorough training in them, I am persuaded, will do much toward supplying the want of experience. It will make the teachers' work easier, surer, better. I have reason to believe that Normal pupils are much indebted for whatever of fitness they possess for teaching, to the Normal School. They uniformly profess so to feel. I have, moreover, made diligent inquiry in regard to their success, and it is no exaggeration to say, that it has been manifestly great. Strong testimonials to the success of many of the early graduates of the Lexington (now W. Newton) Normal School, were published with the 8th Report of the late Secretary of the Board of Education, and may be found in the 7th vol. of the Massachusetts Common School Journal.

But it is sometimes asked, (and the inquiry deserves an answer,) Allowing that teaching is an art, and that teachers may be trained for their business, have we not High Schools and Academies, in which the various school branches are well taught? May not teachers in them be prepared for their work?

Where is the need then of a distinct order of Seminaries for training teachers? I admit we have Academies, High Schools, and other schools, furnished with competent teachers, in which is excellent teaching; but at the time of the establishment of the Normal Schools in Massachusetts, there was not, to my knowledge, any first-rate institution exclusively devoted to training teachers for our common schools; neither do I think there is now any, except the Normal Schools. And teachers can not be prepared for their work anywhere else, so well as in seminaries exclusively devoted to this object. The art of teaching must be made the great, the paramount, the only concern. It must not come in as subservient to, or merely collateral with any thing else whatever. And again, a Teachers' Seminary should have annexed to it, or rather as an integral part of it, a model, or experimental school for practice.

Were I to be placed in a Normal School again, the only difference in my aim would be to give more attention to the development of the faculties, to the spirit and motives by which a teacher should be moved, to physical and moral education, to the inculcation of good principles and good manners.

In conclusion, allow me to recapitulate. It was my aim, and it would be my aim again, in a Normal School, to raise up for our common schools especially, a better class of teachers,—teachers who would not only teach more and better than those already in the field, but who would govern better; teachers, who would teach in harmony with the laws of juvenile development, who would secure diligent study and good lessons and sure progress, without a resort to emulation and premiums, and good order from higher motives than the fear of the rod or bodily pain; teachers, who could not only instruct well in the common branches, as reading, writing, arithmetic, &c., but give valuable information on a variety of topics, such as accounts, history, civil institutions, political economy, and physiology; bring into action the various powers of children, and prepare them for the duties of practical life; teachers, whose whole influence on their pupils, direct and indirect, should be good, tending to make them, not only good readers, geographers, grammarians, arithmeticians, &c., but good scholars, good children, obedient, kind, respectful, mannerly, truthful; and in due time, virtuous, useful citizens, kind neighbors, high-minded, noble, pious men and women. And this I attempted to do by inculcating the truth in the art of teaching and governing,—the truth in all things; and by giving them a living example of it in my own practice."

NICHOLAS TILLINGHAST.

BY RICHARD EDWARDS.

Principal of the State Normal School at Salem, Mass.

[An Address delivered before the Annual Convention of the Graduates of the State Normal School at Bridgewater, Mass., on the 30th of July, 1856.]

FELLOW TEACHERS AND FELLOW PUPILS:

We have met in social and friendly gathering for many years. There are doubtless those here who formed a part of that small band, with whose help, the school of which we have been pupils, was first launched upon the voyage of its existence. Year after year, as occasion would permit, they with others have come up to this, the scene of their former labor, to feel the softening influences of early associations upon those hearts which the business and turmoil of life do so much to harden and deaden; or perhaps to renew here where they were first consecrated to a noble profession, their vows of devotion to its trying but exalting and responsible duties. Some of these occasions have been joyous. The familiar salutations of friends, from whom we have been for a season parted, the warm grasp of the friendly hand, the mutual recital of experiences, the sight of the well known village and its landscapes,—these have been the most prominent circumstances of a convention, and have forever associated with our gatherings the most gladdening recollections. But all has not been joy;—there have been also times of sorrow. Death, that spares no band, has not withheld his hand from ours. Again and again our ranks have been thinned by his unerring shafts. One after another, the young, the promising,—those to whom we looked for noble deeds in the future, have fallen by our side, and we have mournfully betaken us to our journey alone.

But whatever change may have met our eyes here, we always, except on a single occcasion, until one year ago, were cheered by the countenance, and encouraged by the words of one whom we loved as our teacher, and venerated as a noble illustration of the Christian man. At our last meeting, we were informed that ill health kept him in a distant part of the State. To-day, we miss him again, and even the faint ray of hope with which we then solaced ourselves, has been extinguished. Our hearts are saddened by the knowledge that he has departed from our midst, and that while we continue bound

to this lower world, our separation from him is final. This, indeed, is a new experience, and one for which, notwithstanding what we knew of the inroads of disease upon his system, we were scarcely prepared. And even with the positive knowledge we now possess, it is hard to realize the saddening truth. It almost seems as if a convention could not be without his presence. We can scarcely conceive of the scene without the central figure that was wont to give dignity to it, and to kindle the enthusiasm of us all.

But the sad reality must be contemplated, and on the present occasion it is fit that we should express for his memory, in some suitable way, the respect and affection which we all profoundly feel, and to impress upon ourselves the lesson taught us by his life and his death. And in our expressions of respect and sorrow, I am quite sure there will be none of the cold formality which is sometimes exhibited. For if there is any vice which the very remembrance of him would rebuke in a manner more marked than another, it is the vice of pretence,—the ostentatious profession of a sentiment which we do not entertain. No, our grief is real;—our tribute of respect unfeigned. We dare not profane the memory of one so invariably loyal to the truth and to truthfulness, with any offering that comes not from the heart!

Nicholas Tillinghast, the first principal of the State Normal School at Bridgewater, was born at Taunton, Bristol County, Massachusetts, on Saturday the 22d of September, 1804. He was the second son, and seventh child, of Nicholas Tillinghast, Esq., at that time, one of the most prominent members of the Bristol Bar. He early exhibited the germ of that inflexible adherence to what he considered the right, and that elevated and correct tone of moral feeling, which, in later years, expanded into the controlling principle of his life. Anecdotes are related of him, which show that at the tender age of nine years, he had the same feeling of self-denying devotion to the good of others, which marked so strongly his later life. At the age of sixteen, when the West Point Cadets were on their march through the New England States, he happened to meet Miss Eliza Townsend, the Boston poetess. This lady was so much struck by some remark of his, indicating the possession of moral principles nobler than are usually found in young men of that age, that she formed for him a friendship, which terminated only with her life, and which was exhibited even in her death. But our records of his childhood are not very copious, nor would it seem expedient, even if they were, to introduce here many details. From all that I can learn,

it appears that in every respect, in character, in temperament, in manner, the boy was father to the man.

At a proper age he was sent to the Bristol Academy, at Taunton, where he pursued the studies usually attended to in those days by lads who were to prepare for college. It had probably been the intention of his father to give him a college training, but the father's death, which occurred in April, 1818, left the family in circumstances that induced them to relinquish this project, and the young man was taken out of the Academy, and placed in the office of a lawyer. Here he continued for about two years; and in June, 1820, through the aid of Hon. Marcus Morton, at that time a member of Congress, an appointment to a West Point cadetship was obtained for him. Thus was the whole course of his life changed; and instead of the smooth and pleasant path of a New England student, he was ordained to enter upon the rough marches and toilsome labors incident to a life in the United States Army. Speculation as to the degree of usefulness he might have attained, if such change had not occured is vain; perhaps the wisest cannot with any confidence offer an opinion upon the subject. For those whom it intends for high usefulness, Providence always furnishes the necessary culture, whether they be reared in the cot or in the palace; whether they are trained in the cell of the student, or amid the hardships of a frontier life. There can be no doubt however, that the severe mental discipline of the Military Academy, the self-reliance induced by the active duties of the graduated officer, are, to those who possess moral stamina enough to endure them, and make a proper use of them, excellent preparations for the business of teaching. They not only contribute mental strength, but accustom the mind to act promptly from its own judgment formed upon the spot; and this readiness in deciding is a valuable attainment to one whose vocation calls upon him to immediate decision many times in the day, and upon very important questions,—which is in a high degree the case with the teacher.

Mr. Tillinghast's course as a cadet was in keeping with his general character. As a scholar, he does not appear to have been brilliant, but we doubt not, he was always reliable. It is something to say of him, that he passed successfully the several examinations to which every cadet is subjected. Of his own class, consisting originally of seventy members, only thirty-one were able to come out of the ordeal unscathed, at the end of four years. That he was among the thirty-one, will certainly appear to his credit as a scholar, when it is remembered that he was one of the twelve youngest in the class on being admitted. But he occupied by no means a low position in the class

thus eliminated. His number on the merit roll was thirteen, "which," in the language of the venerable Col. Thayer, at that time Superintendent of the Academy, "was a highly respectable standing, considering that he was then the youngest but five in his class, and that in scholarship, the difference between him and most of those above him was very slight." Those who have learned all they know of his success as a student at West Point from his own conversation in respect to it, will be surprised to find that he stood so high; for here as everywhere, his own estimate of his labor and of its results, was very far short of that placed upon them by others. Indeed the standing here indicated is precisely that which, from his character, we should expect to find him occupying. It does not indicate the possession of splendid and showy powers, but rather of a mind solid, reliable, thinking more of the quality than of the quantity of its acquisitions,—acquiring carefully, so that every new truth learned should become a part of the mind itself, and be a support and strength to it when the Academic course should close, and the special stimuli there applied should be withdrawn.

He graduated on the first day of July, 1824, and was commissioned as a second Lieutenant in the Seventh Regiment of Infantry. After serving for three years on the Western frontier, he was attached to the Military Academy as an instructor in Chemistry, Mineralogy and Geology; and having performed the duties of that situation for two years, he again joined his regiment in the West. In August, 1830, he was reättached to the Academy as Assistant Professor of Ethics, and continued to act in that capacity until December, 1834, when being promoted to a captaincy, he again went to the frontiers, and remained in command of a company in Arkansas for nearly two years. He resigned his place in the Army in 1836.

We doubt not that Mr. Tillinghast, while an officer in the army, discharged his duty faithfully, and to the satisfaction of his superiors. But his tastes and feelings were ill-adapted to that mode of life. He found good and noble men among the officers under whom he served, and with whom he was associated, but we we think we may say with truth that his experience of military life deepened in his mind the dislike for war and for all its paraphernalia. He was emphatically a man of peace, in feeling and in principle. We refrain from attempting to state his views on this point with any great degree of minuteness, for we are not aware that he ever took the pains to make them known in detail; but that he had a strong repugnance to the soldier's life, and also to the deciding of national differences by an appeal to arms,—that in short, he was opposed to the whole

institution of war, is a fact that will be abundantly borne out by all who were familiar with him during the latter part of his life. Especially was it true that he had very little respect for the holiday parades of our "citizen soldiery." And yet, he was by no means insensible to the good qualities of those engaged in the profession of arms. He was keenly alive to that sense of honor which prevails among army officers. He has often been heard to say, that although he was opposed to the principle of placing a military chieftain at the head of the nation, yet his observation had taught him that the honorable impulses of a military man are often more worthy of confidence, even in that high station, than the principles, so called, of a time-serving politician.

During his residence in the the western forests and prairies, he suffered much from the diseases incident to those regions,—fever and ague and other complaints; and his friends think that his physical powers were essentially weakened during his stay in Arkansas. His resignation was undoubtedly caused by this circumstance, joined to the distaste for military life to which allusion has already been made.

From the time of his leaving the army until his appointment by the Board of Education, in 1840 to take charge of the Normal School at Bridgewater, Mr. Tillinghast was a teacher in Boston. For the most of this time he taught a private school, fitting young men for West Point, for engineers, &c. He was also for a short time an instructor in the English High School at Boston, and always entertained a great respect for Mr, Sherwin, the accomplished head of that institution.

It was while laboring in this quiet and retiring manner that he was sought out by Hon. Horace Mann, then Secretary of the Board of Education, and invited to accept the Principalship of the School which it was proposed to establish at Bridgewater. After serious consideration, and with great reluctance, he finally consented to accept the post. On this occasion, as always, he distrusted himself. He shrunk from assuming the grave responsibility belonging to the situation. To be a teacher of teachers seemed to him a great thing, and he did not look upon himself as fitted to accomplish great things. Verily the history of man does occasionally furnish examples of a judgment erring on the side of modesty!

In order to understand the importance of the work which Mr. Tillinghast was called upon to do, and the consequences depending upon it, we may find it useful to recall some facts in regard to the establishment of the Normal Schools in Massachusetts. They were brought into existence by the self-sacrificing efforts of a few gentlemen, whose attachment to the cause was earnest and heartfelt. The

establishment of these schools was not a measure first proposed by a legislative committee, and put into operation wholly at the State's expense. On the contrary, it was proposed by individuals, and for the first three years of their existence, the State bore much less than half the expense of suporting them. In the early part of the year 1838, Edmund Dwight,—a name that ought ever to be held in grateful remembrance by all who feel an interest in the success of the public school system of Massachusetts,—offered through the Secretary of the Board of Education, to furnish ten thousand dollars, to be expended under the direction of the Board, in establishing seminaries for the preparation of teachers for the public schools; provided the Legislature would appropriate for the same purpose an equal amount. After some opposition, the proposition was accepted, the ten thousand dollars were voted, and the Board was empowered to put the schools in operation. It was decided that there should be three,—one at Lexington, one at Barre, and one at Bridgewater. Those at Lexington and Barre went into operation in 1839, and that at Bridgewater in 1840. The sum of money furnished in the manner just mentioned, —twenty thousand dollars,—together with such sums as were raised in the towns where the schools were located, added to what was furnished by individual contribution, was sufficient to continue the schools for three years. This, it was judged, would be sufficient time for trying the experiment,—for testing the plan of training teachers for the public schools at the public expense. At the end of the three years, of course, the whole expense of their continuance would come upon the State. Under these circumstances, it will be easy to see that the duty of the teachers of the Normal Schools was no sinecure. It was required of these teachers, that, with exceedingly imperfect instrumentalities, they should demonstrate to the frugal voters of the Commonwealth, the utility of a set of institutions that were to take from the State treasury large sums for the erection of school buildings, and ultimately, some seventeen thousand dollars annually for their ordinary support. For feeble humanity this would seem to have been task enough; but in addition to all this, they were compelled to encounter a fierce opposition from many teachers, who thought their own field of labor encroached upon by the new, and hitherto unheard of, State seminaries. Surely, under these circumstances, success was a great achievement, and the fact that success was attained, speaks the praise of those earnest teachers more loudly than any words of mine can do it. It may I know, be urged, with truth, that the schools had good friends in the Legislature and elsewhere, and that the Secretary of the Board was a gentleman of superior

ability, extended culture, great influence, indomitable resolution, and unflinching devotion to the cause, in which, at a great personal sacrifice, he had engaged. The earnest support of all these was necessary to the succcessful establishing of these institutions. If any of them had been wanting, the scheme must have fallen through. But every friend of popular education has reason to be thankful, that in the trying hour they all stood bravely at their posts; that the Secretary had counted the cost before entering upon the war; that members of the Legislature, of whom one is still an honored resident of this town, regardless of self and self-interest, gave their energies to the support of a measure which has so abundantly improved the character of the public schools; that the teachers, in spite of many obstacles, such as the brief period during which their pupils were under their instructions, the want of suitable buildings and apparatus, and the influence of the opposition already mentioned, still persisted in their noble work, with a faith that removed the mountains in their path, and an industry that knew no fatigue.

But it will be especially useful for us to enquire what means our teacher took to prepare himself for the work which he regarded as of such importance. The school at Barre, which went into operation on the 4th of September, 1839, had been placed under the charge of Professor Samuel P. Newman of Bowdoin College. Mr. Tillinghast, when he had finally concluded to accept the appointment offered him, proceeded to Barre, and spent six months in observing the methods, and studying the principles adopted by Prof. Newman in his school. During this time, he prepared many manuscripts of lectures and explanations for his own use in his new position. Every subject on which he was to give instruction was carefully thought out, and the results of his thoughts was committed to paper for future use. This work of six months, however, was but the beginning of what may be called his preparatory labor. Every exercise was carefully considered before it was to come on,—usually on the night before; and very frequently it happened that midnight found and left him at his labors. And such watching was not atoned for by morning slumbers, for the early morning was likewise devoted to duty. He was a believer in industry, in the power of earnest work, and maintained that nothing truly valuable can be accomplished without it. When he had thus prepared himself, as well as the brief space of time, intervening between his appointment and the commencement of his labors would permit, he entered upon his duties as Principal of the Normal School at Bridgewater, on the 9th of September, 1840.

Here and at this time, no doubt, began the great work of his life.

Whatever may have been his success in his previous employments, it is not likely that it was such as to make him particularly eminent. But in the Normal School, his position soon became a marked one. Upon the public schools of the Commonwealth, he has exerted a telling influence for their elevation and improvement. This influence is felt not only in those schools which are under the direct charge of his pupils, but also in hundreds of others, where his name was never heard. His spirit, his views, his methods, seem to have become part and parcel of our educational system,—they seem like the waters of a clear stream, to impart their own purity to the wave with which they mingle. They float about in the educational atmosphere, and are inhaled by all who breathe it. There is no especial part of the system which he originated; no institution which he founded or endowed, or to which he gave a name. These may be called the material or corporeal parts of a people's educational means. But he furnished much of what we may consider the soul,—the animating principle that moves this otherwise dead machinery. He built no school-houses, but he built the character of many an earnest and successful teacher. And as the teacher is more valuable than the school-house or school system, however valuable these may be, as the soul is nobler than the tenement in which it dwells,—so was his life a nobler benefaction to the cause of education, than if it had been spent in endowing institutions or framing systems. Travel over our Commonwealth; visit elsewhere hundreds of school-houses of every degree of architectural pretension, from the lowly, weather-stained cabin in field or forest, to the costly structure that graces the attractive avenue in the city;—and you will find his pupils in them all, and all without exception, ready to attribute to him the elements of their highest success.

As a teacher, Mr. Tillinghast had many striking characteristics. In the first place, he acquired a power over his pupils,—men and women,—that we think is seldom attained. To mere lookers on, it seemed like a sort of fascination, and even to the objects of it, the pupils themselves, it was often a mystery. For he used none of the arts commonly practised to secure the good opinion and attachment of men. On the contrary his manner, towards those who were not more or less familiar with him, was sometimes thought to be cold, distant, reserved. Even in his intercourse with his pupils, he was far from habitually adopting that freedom and ease of manner which often makes school so pleasant. And yet, we may venture to say that the instances are very rare, in which a teacher is so earnestly and at the same time so universally beloved by his pupils as was Mr. Tillinghast.

The true secret of all this power of his over his pupils, which enabled him to fill them in a great measure with his own spirit, as well as of the remarkable affection which they entertained towards him,—the secret of all this lay in his personal character, in that quiet but unflinching devotion to principle, that heroic and real abnegation of self, which to those who knew him intimately, appeared as the ruling trait of his moral nature. His words, being few, and well considered, were very impressive, and yet, not so much for what he said as for what he *was*, did he exert so positive, so salutary, and so extended an influence. His pupils were fully persuaded of the soundness of his judgment, his unswerving integrity of purpose, his perfect sincerity and scrupulous justice; and in this persuasion, they seemed to surrender themselves unconditionally to his influence. His devotional exercises in the school were always conducted with great simplicity of manner, but with a power which his pupils can never forget. His reading of the Scriptures, and of those brief, earnest and devout prayers, in his calm and serious manner, was an exceedingly impressive exercise. The words sounded through the perfectly quiet room like the voice of inspiration. He did not discard the teaching of religion and morals, by word or by book, but in these departments, he depended mainly upon that silent teaching which a man of strong religious feeling, and pure character will infuse into the very atmosphere of a school-room. One of the natural results of this course was, that when he did employ words for enforcing some religious or moral truth, they made a deep and distinct impression upon the listener's mind, and the precepts imparted were, in many instances, never forgotten. His power was particularly apparent when some delinquency on the part of a pupil, made it necessary to administer reproof. On such occasions, his words were very few, and by no means severe, and yet they very deeply affected those to whom they were addressed. I never knew a pupil of his who did not shrink even from the mildest reprimand from him. The mere knowledge on the part of a pupil, that Mr. Tillinghast disapproved of his course, even where no disapprobation had been expressed, was a burden which very few could endure. I do not think that in the management of his school, he can be said to have been fertile in expedients. He ruled by the force of his own exalted character, by his earnestness and faith. His remedies for delinquency were, in the main, general; he did not resort to one expedient with one person, and to another with the next, but he approached all in the same straight forward and frank manner. This course is not to be commended to every teacher; most of us

need to vary our modes of reproof or punishment, according to the character of the individual to be affected. Our moral power is too feeble; it cannot bend the stubborn will, or arouse the slumbering energies of our pupils, without the aid of schemes devised by the intellect. But in Mr. Tillinghast, the moral power was so well developed that it seemed to bear down all opposition before it, without the aid of shifts and expedients, and for himself, his mode of proceeding was undoubtedly the best.

Of his character as a teacher of the intellect, we may also say that it was distinctly marked. His most notable trait in this respect was something similar to what is usually expressed by the word thoroughness. And yet this word does not fully exhibit the idea. There was thoroughness in his teaching, but there was also another element, which if we could coin a word, we might call *logicalness*,—an arranging of the subject taught according to the character and wants of the mind to be instructed. In every operation, there was not only thorough knowledge, but thorough reasoning. Every point was not only to be thoroughly understood, but it was to be understood rationally, it was to be understood not only by itself, but also in its relations. The pupil was himself required to discover if possible, or at least to appreciate, the connection between one part of the subject and another, to see how much of one statement could be inferred from a previous one. Mere thoroughness in the knowledge of facts, or of principles, learned and remembered, is a very different matter from the thoroughness that characterized the teaching of Mr. Tillinghast. The one can be accomplished by the industry of the pupil; the other requires, in addition, careful thought and ready skill on the part of the teacher. His great weapon, by the help of which he accomplished his work in the recitation-room, was the asking of questions. And his questions were always framed with a view of ascertaining, in respect to the subject of the lesson, *what* the pupil knew, and *how* he knew it, and the causal interrogative was so frequently employed in his exercises, that his pupils were in the habit of calling it the "eternal *why*." He had rare skill in arranging his questions, so as to expose every false opinion, every illogical conclusion. How many times has the glib and fair-seeming explanation been shown to be hollow and unmeaning by his searching interrogatories! How often have ignorance and sophistry been forced suddenly to stand out in their native deformity, as at the touch of an Ithuriel's spear, when in guise of knowledge and wisdom, they had been silently but surely working the destruction of thorough study and good mental habits!

And how many teachers rejoice, to-day, in having had their eyes first opened by these thorough and faithful recitations!

From this it will appear that Mr. Tillinghast was a teacher, an educator, one who considered his employment an art, to be rightly practised only by those who in some way have studied its principles. It is scarcely necessary for me to add here, that he was entirely indifferent as to where or how such study had been pursued, provided only it had been thorough and efficient. He thoroughly knew what he was to teach,—no man better,—but he also knew how the knowledge must be imparted in order to promote the mental culture of the pupil. His recitations were quiet, he employed in them very few words, and yet they were full of earnest thought both on his own part and on that of the scholars. Indeed the most noticeable thing about his recitations, was their tendency to awaken thought in the pupil. And this we should be prepared to expect from knowing how they were conducted. Every individual was required to stand upon his own feet, and when he made a statement, to make it from his own perception of its truth. There was no trading on borrowed capital,—or if circumstances seemed to indicate that this was attempted,—that something was confidently stated, which had been received by the pupil upon authority, when it ought to have been reached by his own thought, how soon a skillful question, calling for an exhibition of the vouchers, became the occasion of a failure!

It may not be uninteresting to state here, that Mr. Tillinghast was of the opinion that it would neither be well nor expedient to make the Normal Schools exclusively professional, in the sense of excluding from them every study except that of the science and art of teaching. Indeed, his own instruction in this latter department was in a great measure, though not entirely, imparted indirectly, and in connection with the teaching of other things. And let it not be thought, on this account, that he considered it of trifling importance. By no means; for a considerable portion of time was devoted entirely to this subject in his own school. But when we speak of Mr. Tillinghast's giving instruction indirectly, we must not forget that he had a power of silent, and perhaps "unconscious" teaching, that produced great and positive results. This we have already attempted to set forth. He taught many things, without uttering a word, that in the minds of his pupils, have taken a distinct form, and become to them a sure guide.

But while Mr. Tillinghast was thus faithful to the weightier matters of his profession, he did not neglect the minutiæ,—the mint, anise and cummin of pedagogic law. Among the humble, but exceedingly

appropriate virtues which he carefully practised, was that of punctuality. The habit of punctuality and regularity had undoubtedly been strengthened in him by his experience in the army. But aside from this, he was punctual and regular from principle. Only once during the thirteen years that he was at the head of the school at Bridgewater, was he late; and that once, no one who was a pupil at the time can soon forget. So remarkable a thing was it for Mr. Tillinghast not to be at his post at the moment for beginning the exercises, that it was thought he must be prostrated by sickness, and a committee of the pupils was appointed to proceed to his house and to ascertain the facts. This committee found him quietly walking his parlor, awaiting, as he supposed, the hour for opening the school. He had just examined his watch, and although it really indicated the correct time, yet by some strange mistake, he thought he had half an hour to spare.

To enumerate all his school-room characteristics would occupy too much of our time. We will therefore only glance at a few, of which the contemplation would seem to be the most useful. And, first, he was remarkably accurate in his work, even to the minutest details, and he required perfect and minute accuracy in his pupils. No excellence of explanation, no appreciation, however thorough, of general principles, was ever allowed to atone for mistakes in the details of an operation, mathematical or otherwise. And such errors he had great skill in discovering. A mere glance of his eye over a blackboard solution of a problem in mathematics, would detect any error wherever it might lurk, among the wilderness of figures and symbols. And it should be noticed that in carrying out this trait of his character, he was always as ready to acknowledge his own errors as to point out those of another. Although such acknowledgment was seldom required, yet whenever it was required, it was made with alacrity, and without any of the miserable shuffling, explaining, and excusing sometimes practised on such occasions by teachers who would fain be considered infallible.

But rather than say anything further of my own, concerning Mr. Tillinghast's qualities as a teacher, I will take the liberty of repeating the testimony of another of his pupils, a gentleman eminent in his profession, occupying an honorable and important post connected with the educational interests of another State, and who was for long and intimately acquainted with our beloved teacher. This testimony seems to me so just and well expressed that I introduce it even at the risk of some slight repetition.

"He was a truly religious man, and in the highest and best sense;

for his religion manifested itself in his life and deeds, rather than in his words. He always sought to know the right, and to do it; to seek the path of duty and to follow it, lead where it might.

"He was sincere and true in his dealings with himself and with others, neither doing nor saying anything merely for effect. He censured the wrong because it was wrong, and commended the right because it was right, and showed by his life that his own standard of action corresponded to that which he indicated to others.

"He was truly and unaffectedly modest. He forced you to think of the subject he presented rather than of himself. He never pressed himself, his opinions, or his school, on the notice of others. He sought no expression of their good opinion, and deprecated not their ill opinion. While at times he may have felt that his school did not receive that attention from without which it deserved, and that his work was not fully appreciated by any save his own pupils, he would by no act or word call attention to it. He was content to labor on, believing that the time would surely come when the result of his work would be made manifest, whether he should be known in it or not.

"He had that high self-respect which led him to respect others. He therefore appealed to worthy motives only. Everything like trickery and deception he despised, in teacher as well as in pupil. Hence he could never tolerate those whom he could not trust. He had a deep sense of personal responsibility, and sought,—with great success—to inspire others with it.

"His words of reproof were few, yet apt. There was no escaping them. They never came undeserved, they were always direct, always kindly spoken, and always "told home."

"Though at first reserved and apparently cold and distant, he was very warm-hearted and generous, sympathetic and kind. Happy indeed were they who came to know him intimately.

"He was industrious, earnest, and devoted. He allowed himself no idle hours, and discouraged all idleness in others. He believed that 'nothing good was ever come by without labor,' and regarded industry as a duty. Hence, he never did his pupils' work for them. He would guide them in the right track, and indicate methods of overcoming difficulties, but nothing more. His suggestions and explanations, and the assistance he rendered never did away with the necessity of thought on the part of the pupil, but rather made it the more necessary. With him, no glibness or readiness could conceal or atone for a want of study; nor could self-distrust or diffidence hide the evidence of faithful preparation.

"Almost invariably accurate, he was ever ready to acknowledge any error he had made. The sentence, 'I was wrong in my statement or opinion,' fell from his lips, though very, very rarely called for, as easily as did the contrary one, 'You were wrong.' He never sought to hide, or explain away, or excuse erroneous statement or explanation which he had made; but, always endeavored to correct it. He was very successful in exciting a similar spirit in his pupils.

"He had great analytical power. While he could grasp a subject as a whole, he could also comprehend all its parts, could trace their relations to each other, and could determine the proper place and importance of each. To this power he was indebted, I think, for the great clearness of his explanations.

"He had a great love for thoroughness,—thoroughness in study, in teaching, in everything. Especially was he thorough in investigating and teaching the first principles of a science. In his view, a deficiency there was fatal. He held his pupils to a point till they mastered it, and could appreciate something of its relations. Those accustomed to superficial views, sometimes complained at first of their slow progress; but, when the work was done, and they were prepared for a higher course, they felt its value.

"In his teaching he was strictly inductive; developing his subjects easily and naturally, and removing difficulties, and explaining just enough to stimulate to exertion. He would question closely, and would make his pupils feel their ignorance and need of study, without humiliating them.

"He usually read character very readily and accurately, though he was sometimes deceived. This, however, but seldom happened. He understood his pupils much better than they thought he did, and knew much of their thoughts, feelings, and habits of life."

To this testimony I will only add a few considerations in regard to Mr. Tillinghast's character as a man. As has already been intimated, the great distinctive feature of his character was his constant reference to principle, in respect to every act. An eminent clergyman, who had been long on terms of intimate friendship with him, once made this remark to me: "I believe Mr. Tillinghast never asks himself any other question concerning a proposed act, or line of conduct, than this single one, 'Is it right?'" It is for Omniscience only to say, whether this was true on every occasion, and under all circumstances. But, so far as human insight could penetrate the hidden recesses of his mind, which was so simple and ingenuous, it seemed so to have been. And this conviction was felt by none so strongly as by those who were most familiar with his private life.

Notwithstanding the scrupulous severity with which he judged his own conduct, his judgment of others, and especially of his friends, was kind and liberal. He was always very lenient toward the faults of his assistant teachers, excusing in them many deficiencies that he would have severely censured in himself, and expressing great satisfaction with their performances, when it was morally certain that he would have regarded similar things in himself as of very little worth.

His practical benevolence, although it made serious drafts upon his moderate salary, was conducted strictly upon the Christian plan,—his left hand never knowing what his right hand was doing. Many a man could tell of substantial aid received from him in greatest need, and the books of benevolent and reformatory associations would show no meagre sums accredited to his name, were it not that the name was most frequently withheld, when the gift was delivered. Where prudence and benevolence came in apparent conflict, and either of them was called to give way, that duty generally fell to the share of the more cautious virtue. All generous reforms had in him a warm sympathizer, and a prompt supporter; and, his firm and consistent anti-slavery was not without the usual accompaniments of obloquy and social proscription. Naturally, he was a man of strong feelings, both of liking and aversion. He was the firm friend,—not exacting, but liberal,—making his friendships more valuable to his friends than to himself. His aversions were not for persons, but qualities. He was really impatient of certain vices, such as deceit, pretence, the putting on of false appearances, the arrogating to one's self of excellencies to which there was no claim, the doing of things for mere effect, and similar maneuvering. His own conduct was outspoken and straightforward, and his feeling of contempt for the opposite course was very strong. But, he was free from suspicion, very slow to attribute bad motives, unwilling to believe evil of those about him; and, it was only upon very strong evidence, that men came under his condemnation.

In his religious feeling, he was habitually earnest and devout; but, his devotion did not obtrude itself upon men's observation, and draw attention to itself. It was a modest, firm, constant, deep-seated, calm, and trusting devotion. At the time of his death, and for many years before, he held the office of deacon in the Unitarian church, at Bridgewater. We believe he was a Christian, for, otherwise, we know not how to interpret that teaching of our Saviour. "By their fruits shall ye know them: a corrupt tree can not bring forth good fruit."

Mr. Tillinghast's modesty made him exceedingly disinclined to appear before the public as an author, and we are not aware that he

ever did so except in two instances. About the time of his appointment to Bridgewater, he prepared a work on Geometry, for the use of schools; and, a short time before the close of his connection with the school, he published an excellent collection of prayers for schools, consisting of such as he had himself used, while at Bridgewater. This book is highly prized by his pupils, both on account of its intrinsic merit, and because its perusal serves to recall most vividly the memory of their teacher, in one of the most interesting exercises of their school-days.

In the way of history, little more can be, at present, said. Long-continued hard work gradually enfeebled, and finally overpowered, a slender physical frame. In July, 1853, he left the school, as it was then hoped, to return to it in the course of a year. But, his body had become the prey of that fatal disease, consumption; and, notwithstanding the efforts of skillful physicians, and a winter's residence in Florida, he continued to sink in strength, and, on the 10th day of April, 1856, he died, in the fifty-second year of his age. For some time before his death, he had suffered much from severe fits of coughing, and had some apprehension that he should pass away in one of these convulsions. But, it was not so ordered. He encountered the "king of terrors" calmly and serenely, passing gently from a quiet sleep to the repose of death. He died the death of the Christian, rejoicing in the hope of immortality, and, with his last breath, committing his spirit to the Father who gave it. His remains lie upon the southern slope of the southern hill in the beautiful cemetery at Bridgewater, at a point that overlooks the pleasant village which was so long the scene of his labors,—where the sun smiles upon his rest, as his Heavenly Father smiled, in the hour of death, upon his returning spirit.

We are told, in Scripture, that the limit of our life is threescore years and ten, and that the strength which carries us beyond is labor and sorrow. From this declaration, it may be inferred that, as a general rule, the ages of men who duly observe the laws of their being, will approach, more or less nearly, the limit here established. Men, who receive their bodies and souls as gifts from God, which they are to watch and keep with jealous care; who do not poison the life-current of the one with the artificial stimulants to a depraved appetite, nor shake the foundations of the other by the upheavings of ungoverned passion; such men may be expected to approach, in their journey, the outmost confines of human life, and to pass away amid the consolations of a green old age.

But, there are, sometimes, crises in human affairs; times when the

development of some great principle, or the illustration of some truth not known to the multitude of men, demands that the work of many years shall be crowded into one; or, that the power of truth shall be illustrated in one glorious moment of martyrdom; when, at the call of duty, life must either be shortened by an intense devotion to a great work, or its thread be suddenly snapped as a testimony to the faithfulness of the laborer, and the greatness of the work in which he was engaged. The higher life, the progress of the race, may require the sacrifice of the lower life of the individual. Thus, we believe, passed away the beloved teacher, whose memory we this day, with a sad pleasure, recall. He entered the public educational field when the skies were dark, when the star of hope had scarcely risen, and was obscured by the cloud of an adverse public sentiment; when the normal schools were, even by their friends, considered only as an experiment, and one that, in the opinion of many experienced and able statesmen, would prove an entire failure. It was to a cause thus unpromising that he gave the whole energy of his soul. With an untiring industry, he devoted to his school his days and his nights. He engaged in hard and continuous study, not from motives of ambition, but from a deep sense of responsibility in respect to his school, and to its influence in advancing the cause of education. Nor did the necessity for such study arise from a defective education, but from a determination to adapt his instructions to the mental and moral wants of his pupils, and of those whom they, in their turn, were to educate. He was earnestly desirous that, so far as he could exert any influence upon the character of the public schools, that influence should be good, should tend to their elevation and improvement, and to the advancement of the cause of popular education; and this, not for his own sake, that he might acquire a reputation, and occupy an honorable position in the sight of men, but for the sake of the thousands whose hearts and minds are formed, in a great measure, in those conservators of New England virtue and intelligence,—the public schools.

Such were his aims, and the amount of labor which he thought necessary to their accomplishment, could be sustained only by a robust physical frame, and could be performed only by a well-balanced and active mind, guided by the highest principles, and acting under the influence of a determined will. For such a work we believe his mental and moral endowments to have been eminently fit; but, in his physical system, the necessary conditions were not supplied; the sword was too sharp for the scabbard, the energies of the spirit were too mighty for the clay, and the mortal coil was shuffled off. Shall we now say that his life was not sacrificed in the discharge of a high

and holy duty; and, shall we doubt that Heaven approved the offering? Every heart instinctively answers, no. The exigency demanded the sacrifice. His example was needed to show us, his pupils, what manner of spirit we must be of; with what forgetfulness of self we must devote ourselves to the noble work whereon we have entered; how, with an eye single to Truth and the Right, in spite of difficulties and discouragements, we must still labor on, in patience and in faith, believing that the harvest will surely come, whether we are among the reapers or not.

And, was the work of Mr. Tillinghast worth such a sacrifice? Did he, in his short life, achieve results at all commensurate with the time, the labor, and the life that were devoted to them? Let the appeal be made to every individual who ever enjoyed the benefit of his instructions. My brother, or my sister, whence came your higher views of life and its duties? Who opened to your mind a new world of intellectual life and moral perceptions, of which you had before never had a glimpse? Who stirred your soul to higher aspirations than you had ever felt, and roused it to nobler purposes than you had as yet formed? Who waked up within you a moral energy that, when you do not permit other influences to smother it, makes you ashamed of low views of duty, of feeble and ill-directed effort, and enkindles within you a glowing earnestness in your work? On this point, I am sure that language fails to express what is deeply and clearly felt in the heart of every pupil of his, who is with us to-day. We all feel that the *great* work which he did for us, that which we most highly value, is precisely that which can not be represented in speech. That higher teaching was not conveyed to us in words, and words can not impart it to others. If imparted at all, it must be by the sympathy of spirit with spirit. If, therefore, we would do for our pupils what he did for us, we must teach as he taught, by possessing ourselves the qualities with which we would have their characters adorned, and by entering upon our work with a zeal and an earnestness that will bring the minds of our pupils into sympathy with our own; remembering that only from the fullness of our own hearts, and the perfection of our own characters, can we have the instruction to impart; and, only by a glowing and energizing enthusiasm can we make it efficient upon the character of others.

Drawn & E[illegible] by A.H.Ritchie.

FRANCIS DWIGHT.

"I am to speak of a life, passed over without noise; of modesty at home and abroad; of continence; charity; contempt of the world. and thirst after heavenly things; of unwearied labors; and all actions so performed as might be exemplary or beneficial to others."—"*Martyrology*," vol. I., p. 1684.

The legitimate aim of biography is the exaltation of human character, not seeking to eulogize with fulsome panegyric its subject, but depicting, with the pencil of truth, the glowing virtues of the wise and good, not so much to praise and canonize the departed, however excellent, as to exert through their bright example a beneficial influence upon the present and future generations.

There are men whose lives are an epitome of self-sacrifice and usefulness, who pass through the brief struggle of mortal existence so calmly and unobtrusively that, like the graceful rivulet in the meadow field, imparting freshness and fragrance to all around, they move on through life without commotion, exciting no envious rivalry, escaping from angry collisions, and passing quietly away; having fulfilled a high and noble destiny.

It is a delightful duty to hold up such an example to those who are seeking true wisdom, and to illustrate, by a truthful exhibition of character, the qualities, attainments, and habits, which inevitably lead to honorable and useful distinction, and most tend to benefit the human race.

The name of Francis Dwight stands high in the catalogue of those estimable and self-devoting characters who seek to do good to their fellow-men in their sphere of action. Connected with one of the oldest and best families in our country, descended from ancestors celebrated for their exalted religious and literary attainments, and their strict application of them to practical objects and ends, he early imbibed a proper sense of obligation to exert all his powers, to live up to the standard which his progenitors had reared for his imitation. Well he redeemed this cherished purpose of his soul—his short but earnest labors, during a brief career, left his fair family name not only untarnished, but imparted to it additional lustre, by his self-sacrificing devotion to advance the empire of the mind.

Francis Dwight was born in Springfield, Mass., on the fourteenth

of March, 1808. At a very early period he gave promise of future proficiency. Possessed of an ardent temperament and strong will, he evinced an unconquerable determination to excel in the acquisition of knowledge. At the age of fourteen, (1822,) he entered Philip's Academy, at Exeter. When sixteen, (1824,) he entered Harvard University, at Cambridge, graduating therefrom in August, 1827, when he entered the law school of Northampton, in September, 1827, where he pursued the study of the law for two years.

On the first of September, 1829, he became a member of the law school, in Harvard University, and in July, 1830, he received most gratifying testimonials from Hon. Joseph Story, of the United States Supreme Court, and the Hon. John H. Ashman, both professors of the law institution at Cambridge. The name of Judge Story, the Dane professor of law at Harvard, associated as it is with the most distinguished judicial and private honor, will live, so long as talents and virtue command respect. An endorsement from that source was truly an inestimable passport, and it was with pride that Mr. Dwight could claim the friendship and regard of that eminent jurist.

When about to separate, Judge Story placed in the hands of Mr. Dwight the expression of his opinion that, during his studentship, he had been "very diligent and attentive to his studies, and irreproachable in his conduct and character," and "I take pleasure," he says, "in adding, that his talents and professional attainments entitle him to the confidence and respect of the profession and the public."

The severe application of Mr. Dwight compelled a short cessation from his professional studies, and he, soon after leaving Cambridge, visited Europe for a year or two, where he followed his literary tastes, and reveled in the enjoyment of association with many of the distinguished men who then filled the public eye; visiting all parts of Europe; examining the public institutions of France, England, and Germany, especially those pertaining to education; and employing his mind, while in the pursuit of health, upon those subjects which he thought might be appropriated usefully thereafter, to benefit the institutions of his own country. He seems to have kept his faculties constantly exercised, and prepared to receive every impression which surrounding objects might afford. It is thought his benevolent mind was first directed, during his tour abroad, to the subject of improved facilities of education for his countrymen, when contemplating the wide-spread despotism and misery existing in foreign nations, the certain offspring of ignorance and vice.

In 1834, he was admitted to the practice of the law, as an attorney at the bar of the Supreme Judicial Court of Massachusetts.

In 1835, he removed to Michigan Territory, where he was admitted to practice as an attorney and counselor.

In 1838, he commenced his residence in the State of New York, and was admitted to practice as attorney and counselor by Chief Justice Nelson, and, in 1840, was admitted, by Chancellor Walworth, to practice in the Court of Chancery.

Mr. Dwight resided, at this time, at Geneva, Ontario County. At this delightful retreat, his natural temperament had full indulgence in the calm, but industrious pursuit of learning, and not a moment was lost in storing and adorning, by hard study and investigation, his cultivated mind.

Mr. Dwight was an early and enthusiastic admirer of the gigantic intellect, and consummate statesmanship, of De Witt Clinton, and cordially adopted the philosophical and benignant sentiments of that illustrious man, as expressed in his gubernatorial message to the legislature, in 1828.

"Permit me," says Gov. Clinton, "to solicit your attention to the two extremes of education, the highest and the lowest. And this I do, in order to promote the cultivation of those to whom fortune has denied the means of education. Let it be our ambition (and no ambition can be more laudable,) to dispense to the obscure, the poor, the humble, the friendless, and the depressed, the power of rising to usefulness, and acquiring distinction." Here he first originated and embarked in the novel and also important enterprise of establishing, under state patronage, a journal to be devoted exclusively to the cause of education. There were great discouragements in the undertaking, but Mr. Dwight was not of a mold to succumb to any obstacles; he adopted, in all of his resolutions, the inimitable remark of Buxton: "The great difference between the great and the little, the powerful and the feeble, is made by energy, an invincible determination,—a purpose once fixed, and then death or victory." Aware, however, of the responsibilities he proposed to assume, he wisely consulted with older heads, and with those whose countenance and influence could best sustain his efforts At that time, learned and prominent public men, and wealthy private individuals, were manifesting deep interest in the cause of education. Mr. Dwight judiciously sought the counsel and advice of many of them, and in all quarters, and from the highest and best sources he received encouragement and promise of support. The Hon. John C. Spencer, being then, as secretary of state ex-officio, superintendent of the common schools of the state, a duty which he performed with his accustomed energy and zeal, was written to by Mr. Dwight, respecting his project, and

Mr. Spencer's reply (dated Albany, Dec. 9th, 1839,) greatly encouraged and stimulated his exertions. He says:—

Your letter of the 7th is received. I have long felt the want of a common school journal, through which my own communications might be made to commissioners and trustees, and which otherwise might be made a channel of valuable information. I know nothing which promises so much immediate benefit to common schools, and the cause of education generally. I am very glad you have turned your thoughts to the subject, and I do not hesitate to say that I deem you better qualified than any other person I know to conduct such a journal. I am clearly of opinion that such a paper should be published at the seat of government. At that point there is a concentration of intelligence, and of interest, that can exist nowhere else. My wish, therefore, would be that you should come to this city, and establish a paper devoted to education, that should be worthy of our state, and of the character she has already acquired.

And again, on 3d February, 1840, Mr. Spencer writes:—

I approve, heartily, of the plan of the journal for common schools contained in your letter of the 30th ult., and I should be glad to have you issue a number as a *specimen*. I entertain little doubt that the legislature will authorize me to subscribe for 10,000 copies, at $2500; but of course I can not guaranty it, and I suppose, until that subscription is made, I can not say absolutely *go on*. But the exhibition of a specimen number would, of itself, have great influence. We want a *new name*, that shall be appropriate; what say you to

"*The District School Journal for the State of New York.*"

This means something different from the *Common School* Journal, and refers directly to our system. If you conclude to print, let me know, and I will give you a letter of encouragement to publish, and, I doubt not, Gen. Dix will do the same.

In the month of March, 1840, Mr. Dwight commenced the journal, adopting the name recommended by Mr. Spencer. Its appearance produced a wide-spread sensation, and it was received with marked satisfaction by all interested in the great cause of education throughout the state. Mr. Spencer (March 28th, 1840,) writes, to Mr. Dwight:

I have received the copies of the District School Journal which you sent me, and am much pleased with its matter and manner. It is well filled, and its typography is beautiful. I hear it spoken of by several already, in high terms—have read one of them with great satisfaction. The selections are good, the tone and spirit is right, and every thing is as it should be.

Thus fortified and supported by the head of the school department, Mr. Dwight persevered in his adventurous task, and most efficiently and sucessfully did he discharge his editorial duties. He soon adopted the advice of the secretary of state, and removed to Albany, which proved a better location for the diffusion of his journal.

Very soon after reaching Albany, he was strongly urged to enter the political arena, and take part in the great presidential struggle, but he resolutely declined all solicitations of that kind. Although high official distinctions were promised, he could not be prevailed upon to quit the path of duty he had marked out for his future conduct. The turbid waters of politics were uncongenial to his tastes and habits, and he decided sensibly and definitely, to reject all inducements of official preferment, and to devote his life and talents to the great cause of *popular education*.

Mr. Dwight's singleness of purpose, and unwearied assiduity, secured the cordial co-operation and approval of the public authorities at the capitol, and, during a period of five years, his District School Journal was the focus which attracted, and cemented together, all the elements in the state, favorable to the great cause in which he was engaged. Mr. Dwight's modest deportment and captivating manners won for him golden opinions and sincere regard; it was remarked by those in closest communion with him,—

> "His tongue is still in concert with his heart,—
> His simplest words an unknown grace impart,—
> His air, his looks, proclaim an honest bent,
> And, ere he speaks, we yield our full assent."

He soon became pre-eminent in official station. He was selected as county superintendent of common schools for the city and county of Albany, and in that character, for several years, visited and reformed the schools under his jurisdiction; and his reports to the superintendent of common schools, display an admirable familiarity with the subject. He was one of the members and secretary of the board of common schools of the city of Albany; and, on 1st June, 1844, was unanimously appointed, by the regents of the university, one of a board, or executive committee, for the care, government, and management of the "*Normal School*," his colleagues being the superintendent of common schools, (Col. Samuel Young,) Rev. Alonzo Potter, Hon. Gideon Hawley, and Rev. Wm. H. Campbell.

In the midst of his many labors, arduous and unremitting, but performed, with delight because his heart was in the work,—at the time when the seed he had scattered broadcast, was ripening into a harvest of generally acknowledged usefulness,—with a larger measure of social and domestic happiness than is meted out to but few men, and with a future full of promise to him in all his relations, public and private, his brief and bright career was extinguished by death on the 15th of December, 1845, at the age of thirty-seven.

We can not better close this imperfect sketch than by recording here some of the many public and private expressions of sorrow which this event elicited. They afford the best possible evidence of the high appreciation of his services to the cause of education, and of his private worth, entertained by those who were associated with him in public trust, or who knew him well in the inner circle of his home, and of private friendship.

The executive committee of the state normal school, on motion of Mr. Benton, secretary of state, passed resolutions of condolence, expressing their appreciation, in the highest degree, of the eminent serv-

ices of Mr. Dwight, their late associate secretary and treasurer, as an ardent and most devoted friend of popular education, and an active and efficient member of that board. Similar resolutions were passed by the normal school, by the Albany teachers, and by a large number of the county school associations.

The Hon. Henry Barnard, then Commissioner of Public Schools in the State of Rhode Island after noticing the circumstances of Mr. Dwight's death, in the "*Journal of the R. I. Institute of Instruction*," closes with the following condensed summary of his labors and character.

At the time of his death, Mr. Dwight was a member of the executive committee of the state normal school, at Albany, as well as secretary and treasurer of the board, member and secretary of the board of commissioners of the district schools of Albany, and editor of the District School Journal of the State of New York. Since 1838, he has labored with a zeal, devotion, and intelligence surpassed by no other, in behalf of the various features of improvement which have been incorporated into the noble system of elementary instruction, of which the Empire State is now so justly proud. One of the first, if not the first Union School in the state, was established mainly by his efforts in the village of Geneva. The District School Journal was started originally at his own risk, as an indispensable auxiliary in the work of improving common schools. The system of county supervision, and of a single executive officer for each town, instead of the irresponsible and complicated plan of numerous commissioners and inspectors for each town; the origination and organization of the state normal school; the local improvements in the district schools of the city of Albany; and the various conventions of the county superintendents, found in him an early and earnest friend, co-operator, and advocate. He had consecrated himself to the great work of making education,—education in its large and true sense,—the birthright and birth blessing of every child, whether rich or poor, within the bounds of New York; and, for this object, he was willing to labor, in season and out of season, and to spend and be spent. But in the midst of his labors and his usefulness, he has been cut down; and, to use the language of his associates in the superintendence of the normal school, "in this sudden and afflictive event we recognize the frailty of earthly anticipations, and that neither distinguished public services, nor the highest prospect of future usefulness, nor 'troops of friends,' nor high responsibilities and far-reaching benevolence, nor worth, nor talents, can avert the inevitable hour." We dare not intrude upon the sacredness of private sorrow further than to add, that it was in the courtesies of private life, in the faithful discharge of all the duties of a friend, brother, husband, and father, that the excellencies of Mr. Dwight's character were best seen; and it is in these relations that his death is most severely felt.

An appropriate notice of the event, from the pen of the Hon. Horace Mann, appeared in the "*Common School Journal*," published in Massachusetts, in which, with great force and beauty, he depicted the merits of his departed friend:—

Before entering upon the discussion of any of the topics appropriate to the present occasion, we have the melancholy duty to perform of announcing the death of our personal friend and co-laborer, Francis Dwight, Esq., of Albany, so long and so widely known as the able, the sincere, and the efficient advocate of common schools. With other eminent friends of popular education in the State of New York, Mr. Dwight had been actively instrumental in devising, and in causing to be placed upon the statute book, the present code of laws on the subject of public instruction in that state, which code, at the time of its adoption, and until it had been substantially copied by other legislatures, was the most perfectly organized and

efficient system in the world. In all these stations of honor and of trust, Mr. Dwight had conducted himself with great discretion, ability, and zeal. As an examiner of schools, he was competent, impartial, and thorough; having the readiest disposition to discover and to applaud the aquisition of knowledge, and the justice to unmask and expose pretension and ignorance. As a member of the executive committee of the state normal school at Albany, he assisted in establishing that school upon a most admirable foundation, whether we consider the course of instruction there pursued, or the inducements held out to invite talent and educational enterprise from all parts of the state to avail themselves of its advantages. As editor of the District School Journal, being aided by the patronage of the state, which, at the expense of the common school fund, sends one copy of the Journal to every school district within its ample borders, he has spread before the people an amount of documentary information on the organization, the defects, and means of improvement, of common schools, more copious than was ever distributed before, in any part of the world. Continually supplied with their able reports by the county superintendents, the Journal has made the atmosphere of New York nutritious with common school ideas, and electric with common school zeal.

In the prime of life, and in the full vigor and maturity of his powers, and capability of discharging his duties, Mr. Dwight has left that noble sphere of action, which, from the affinities of his own mind to virtue and to usefulness, he had chosen. Public sorrow and private friendship mingle their regrets at his loss. At this season, when the harvest is so plenteous but the laborers are so few, ill can such a workman be spared.

The press throughout the state united in the expression of regret at so "irreparable a loss." The following notice from the pen of S. S. Randall, Esq., appeared in the District School Journal, Jan., 1846:—

In place of the customary gratulations of this festive season, our columns are this month clothed in the habiliments of mourning, in consequence of the lamented death of him who has heretofore, and for so long a period, been their guiding and informing spirit! On the 15th of December, ult., that spirit took its flight from earth to heaven, leaving desolation, solitude, and deep affliction to his bereaved family, and a large circle of acquaintances and friends. The numerous and touching testimonials of the various public bodies with which he was connected at the time of his death, and which we take the melancholy satisfaction in transferring to our columns, show the estimation and regard in which he was held by them and by the community in which he resided; but the loss which that community and the interests of popular education have sustained, can not be adequately expressed in words. Although liberally educated and furnished with all the advantages which wealth and foreign travel could supply, Mr. Dwight had devoted every energy of his fine talents and richly cultivated mind to the advancement of the interests of common school education. Industrious, indefatigable, judicious, and discriminating, he had availed himself of every practicable source of information and knowledge, which might in any way be brought to bear upon this great field of labor and usefulness; and "the cause he knew not, he searched out." He was a most efficient auxiliary in the establishment and organization of the existing common school system; and has uniformly been one of its most ardent and enthusiastic supporters and defenders, "through evil and through good report." In the discharge of the various public duties which were, from time to time, cast upon him, he was accurate, thorough, and efficient; and many an educator of youth will trace to the well-filled pages of this Journal, while under his immediate supervision, the germs of excellence and the materials of future progress in an arduous and laborious profession. As a man and a citizen, he was universally beloved and respected; and, if a life of earnest and constant endeavor to be useful in his generation, constitutes any test of christian charity, and religious hope, those consolations of the word of God, which cheered his dying hours and illumined the "dark valley of the shadow of death," afford the most gratifying assurance, that for him "to die was gain."

His funeral was attended on the 18th ult. from his late residence; and, notwithstanding the inclemency of the day, all classes of our citizens united in paying the last tribute of respect and affection to their deceased friend. The adja-

cent churches were thrown open for the accommodation of the pupils of the public schools, and such others at could not obtain entrance into the house; and the procession of citizens, on foot and in sleighs, was one of the largest and most imposing ever known in our city. In short, on no occasion have we ever known a more deep and general feeling of sympathy and grief than that which pervaded all classes of our community on the receipt of the melancholy intelligence of the death of our distinguished friend.

We have been permitted to peruse a note of condolence, written to his relict, (Dec. 18th, 1845,) by a distinguished friend of the deceased, the Hon. D. D. Barnard, of Albany, from which we make a few extracts:—

I hope it may not be deemed altogether an intrusion upon a grief so unspeakable as yours must be, that I seek to offer you in this way, in a single word or two, the expression of my heart-felt sympathy. I believe I know, better than any one out of his own family circle, what a loss you have met with in the death of your husband. I had, years ago, an opportunity to become most intimately acquainted with him; and, as he was utterly guileless, *I did* know him thoroughly, and just as truly as I knew him I loved him. I loved him, and mourn him as a brother. How vividly are now revived within me the unforgotten, and never *to be* forgotten, impressions then made on me, by his brilliant parts, his manly bearing, his high-souled generosity, his gentle heart, as tender and loving as a woman's. May I not hope it may tend a little to soothe the violence of your grief to know that he was well appreciated and sincerely loved? He had troops of grateful friends here, and all over the state, and his death is felt, and will be felt, as a severe public loss. This is something for you to know; but I wish you to know also that, for one, from the bottom of my heart I loved him. Happy as he was, happy in his family, and above all in you, respected by the world, and doing a world of good, how hard it must have been for him to die; and yet, as I am told, he was so calm, so composed, so resigned! This was like him; and, besides, he was a Christian. Let us bless God for this, and take comfort; and may God's own gracious arm, and his abundant love, sustain, revive, and console you.

We conclude by another quotation from a letter addressed to the widow of Mr. Dwight, by the Hon. Henry Barnard, of Hartford, Conn., then of Providence, R. I.:—

No death in the whole circle of my friends could have occurred so utterly unexpected, so startling in its announcement, as that of your husband. This very week, I anticipated spending a few days with him, that we might take sweet counsel together, on subjects to which we were mutually devoted. Although every where respected, and numbering troops of friends, it was in the walks of private life, in the numberless, nameless acts of kindness and of love, which marked his in-door family daily history, that the purest and most attractive traits of his character were exhibited, and that his loss will be longest and most deeply felt.

As a laborer in the same field, I feel his loss most heavily. No one could be more sincerely wedded to any cause, more willing to spend and be spent in its service, than he was to the cause of a generous and complete education of the whole people. Such laborers are few; and God grant that the standard, which he bore aloft so steadily, may fall into hands as strong—it can not be protected by a heart more true.

D. P. Page.

DAVID PERKINS PAGE.

AMONG the self-educated teachers of our time, the men who, as was said of old of poets, "were born, not made" teachers, and in whom the instinct for knowledge, and for imparting it to others, was sufficiently strong to overpower all obstacles, and carry them to the highest eminence in their profession, there are none who have excelled the subject of this brief memoir.

DAVID PERKINS PAGE was born at Epping, New Hampshire, on the 4th of July, 1810. His father was a prosperous, though not affluent farmer, and his early life was passed as a farmer's boy, with that scant dole of instruction which, forty years ago, fell to the lot of farmer's sons in small country villages in New Hampshire, or, for that matter, any where in New England. From his earliest years, however, the love of books was the master passion of his soul, and in his childhood, he plead often and earnestly with his father for the privilege of attending an academy in a neighboring town, but the father was inexorable; he had determined that David should succeed him in the management of the farm, and he did not consider an academical education necessary for this. His refusal doubtless exerted a good influence on his son; for a mind so active as his, if denied the advantages of the school, must find vent in some exercise, and the admirable illustrations he drew from nature, so often, to embellish and enforce his instructions in after years, showed conclusively that, at this period of his life, the pages of the wondrous book of nature had been wide open before him, even though his father's fiat had deprived him of other sources of information.

But He who guides the steps of his creatures had provided a way for the gratification of the thirst for knowledge which was consuming the farmer's boy, and that by what seemed an untoward Providence. At the age of sixteen, he was brought to the borders of the grave by a severe illness; for a long time he lingered between life and death; and, while in this condition, his friends despairing of his recovery, and his father, whose heart yearned over him, watching his enfeebled frame, seemingly nigh to dissolution, the apparently dying boy turned his large, full eyes upon his father's face, and, in an almost inaudible whisper, begged that, if he recovered, he might be allowed to go to

Hampton Academy, and prepare to become a teacher. Was not this, indeed, an example of "the ruling passion strong in death?" The father could not refuse the request proffered at such a time; what father could? The boy did recover, and he did go to the academy, a plain farmer's boy; he dressed in plain farmer's clothes, and hence, some self-conceited puppies, whose more fashionable exterior could not hide the meanness of their souls, deemed him fit subject for their gibes and sneers; but his earnest nature, and his intense love of study were not to be thwarted by such rebuffs; he pursued the even tenor of his way, and, having spent some months at the academy, he taught a district school for the ensuing winter, and then returned again to the academy. Here his progress in study was rapid; but, the ensuing winter, we find him again teaching in his native town, and his further studies were prosecuted without assistance. The next winter he had determined to make teaching a profession, and accordingly, having taught a district school at Newbury, Mass., during the winter, at its close he opened a private school; a daring step for a young man but nineteen years of age, and who had enjoyed so few advantages of education, but the success which followed fully justified the self-reliance which led him to attempt it. At the beginning he had five pupils, but he persevered, and before the close of the term, the number he had contemplated was full. Here, as every where else, during his career as a teacher, was manifested that diligence, industry, and careful preparation for his duties, which made him so eminently successful. He studied the lessons he was to teach, thoroughly, that he might impart instruction with that freshness and interest which such study would give; he studied his scholars, thoroughly, that he might adapt his teachings to their several capacities, encouraging the diffident and sluggish, restraining the forward, and rousing the listless and careless to unwonted interest and energy; he studied, too, their moral natures, and sought to wake in their youthful hearts aspirations for goodness and purity; and he studied whatever would enlarge his sphere of thought, intelligence, and professional usefulness.

Such a teacher was sure to rise in reputation; slowly, perhaps, but certainly, and hence it need not surprise us to learn that, within two years, he was associate principal of the Newburyport High School, having charge of the English department. Here, for twelve years, he was associated with Roger S. Howard, Esq., one of the most eminent teachers in Massachusetts, and how well he fulfilled his duties, Mr. Howard, who survived him, testifies. The same intense fondness for study characterized him, leading him to acquire a very competent knowledge of the Latin language, and something of the Greek; the

same earnest and conscientious performance of all his school duties, and delight in them, was manifested here as in his humbler position. It was while occupying this post, that he first began to come before the public as a lecturer. He was an active and prominent member of the Essex County Teachers' Association, one of the most efficient educational organizations in Massachusetts, and delivered before that body several lectures, which Hon. Horace Mann characterized as the best ever delivered before that or any other body. Of one of these, on "*The Mutual Duties of Parents and Teachers*," six thousand copies were printed and distributed (3000 of them at Mr. Mann's expense,) throughout the state. Mr. Page's powers as an orator and debater, were of a very high order; he possessed, says Mr. Mann (himself an orator of no mean powers,) "that rare quality, so indispensable to an orator, *the power to think, standing on his feet, and before folks*." As a teacher, he exhibited two valuable qualifications; the ability to turn the attention of his pupils to the principles which explain facts, and in such a way that they could see clearly the connection; and the talent for reading the character of his scholars, so accurately, that he could at once discern what were their governing passions and tendencies, what in them needed encouragement and what repression. Thus, useful, active, and growing in reputation, Mr. Page remained at Newburyport till December, 1844.

In the winter preceding, the legislature of New York, wearied with the costly, but unsuccessful measures which, year after year, had been adopted for the improvement of her public schools, had appointed a committee of its own body, warm friends of education, to visit the normal schools of Massachusetts, and make a report thereon. The committee attended to their duties, and made an elaborate report in favor of the adoption of the normal school system. That report was adopted, and an appropriation of ten thousand dollars outfit, and ten thousand dollars per annum for five years, was voted, to establish a normal school, as an experiment. The friends of education in New York felt that, liberal as this appropriation was, every thing depended upon securing the right *man* to take charge of it, and long and carefully did they ponder the question, who that man should be. Mr. Page's reputation had already outrun the town and the county in which he resided; and, on the recommendation of Hon. Horace Mann, and other friends of education in Massachusetts, Prof. (afterward Bishop,) Potter, Col. Young, and other members of the committee, entered into correspondence with him, on the subject. In reply to the first communication, he addressed numerous inquiries to the committee, concerning the plan proposed for the organization and management of the school.

These questions were so pointed, and so well chosen, that Col. Young, on hearing them, at once exclaimed, "That is the man we need," and expressed himself entirely satisfied, without any further evidence. So cautious, however, were the committee, that it was decided that, before closing the negotiation, Dr. Potter should visit Newburyport, and have a personal interview with Mr. Page. He accordingly repaired thither, called at Mr. Page's residence, and found him in his every-day dress, and engaged in some mechanical work connected with the improvement of his dwelling. An interview of a single half hour so fully prepossessed him with Mr. Page's personal bearing and conversation, that he at once closed the negotiations with him, and secured his services as principal of the New York State Normal School.

Mr. Page closed his connection with the Newburyport High School about the middle of December, 1844; not without numberless demonstrations of regret and affectionate regard on the part of his pupils and friends. While on his way to Albany, he spent a night with Mr. Mann, in Boston, and the new duties he was about to undertake, the obstacles and difficulties, the opposition and misrepresentations he would meet, and the importance and necessity of success, formed themes of converse which occupied them till the early morning hours; in parting, Mr. Mann said to Mr. Page, as a veteran commander might have said to a youthful officer going to lead a forlorn hope, "SUCCEED OR DIE." The words sank deep into his heart; they were adopted as his motto in the brief but brilliant career which followed; and once, on recovering from a dangerous illness, he reminded his friend of his injunction, and added, "I thought I was about to fulfill the last alternative." He arrived at Albany a few days before the commencement of the "experiment," as the normal school was designated, and found every thing in a chaotic state; the rooms intended for its accommodation, yet unfinished; there was no organization, no apparatus, and indeed very few of the appliances necessary to a successful beginning; while the few were hoping, though not without fear, for its success, and the many were prophesying its utter failure. From this chaos, the systematic mind of Mr. Page soon evolved order; full of hope, and confident of the success of the normal school system, himself, he infused energy and courage into the hearts of its desponding friends, and caused its enemies to falter, as they saw how all obstacles yielded to the fascination of his presence, or the power of his will. The school commenced with twenty-five scholars, but ere the close of its first term, the number had increased to one hundred. At the commencement of the second term, two hundred assembled for instruction. From this time its course was onward; every term

increased its popularity; and the accommodations provided for it, large as they were, were soon crowded. For the first three years it had to contend with numerous and unscrupulous foes; some of whom attacked the system, others its practical workings, others still, who were strangers to his person, attacked the character of the principal of the school. Meantime, Mr. Page labored indefatigably; against the assaults upon the organization, or its practical operations, he interposed able, manly, and courteous defenses; those which were leveled at himself, he bore in silence; but no man, whatever his position in the state, and however bitter might have been his hostility to the school, or to its principal, ever came within the magnetism of his presence and influence, without being changed from an enemy to a friend. Among the most decided, as well as the most conscientious opposers of the normal school, was the Hon. Silas Wright; indeed, in his election as governor, the enemies of the school claimed a triumph, and counted largely on his eminent abilities to aid them in putting it down; but a very few months' residence in Albany converted this man, of strong and determined will, into one of its sincerest friends. During the vacations of the school, Mr. Page gave himself no rest; he visited different parts of the state, attended teachers' institutes, lectured day after day, and, wherever he went, removed prejudices, cleared up doubts, and won golden opinions. Every such visit drew a large number of pupils to the school from the section visited the ensuing term. The state superintendent was accustomed to say, "that he needed only to look at the catalogue of the normal school to tell where Mr. Page had spent his vacations."

Before four years had passed, the school had ceased to be an "experiment;" it was too firmly rooted in the hearts of the people to be abandoned, and the opposition, which had at first been so formidable, had dwindled into insignificance. But the toil requisite to accomplish this, had been too arduous for any constitution, however vigorous, to endure. The autumnal term of 1847 found him cheerful and hopeful as ever, but with waning physical strength; he sought (an unusual thing for him,) the aid of his colleagues in the performance of duties he had usually undertaken alone, and at length consented to take a vacation of a week or two during the Christmas holidays. Alas! the relaxation came too late; the evening before he was to leave, there was a meeting of the faculty at his residence; he was cheerful, but complained of slight indisposition, and retired early. With the night, however, came violent fever, and restlessness, and by the morning light, the physicians in attendance pronounced the disease pneumonia. At first the attack excited little alarm, but it soon

became evident that his overtasked vital powers had not the ability to resist the violence of the disorder. On the fourth day, he expressed to a friend his conviction that he should not recover. The severity of the disease soon increased, and, on the morning of January 1st, 1848, he passed away.

Six months before his death, he had, in company with one of his colleagues, made a brief visit to his former home, at Newburyport; and, while visiting the beautiful cemetery there, he stopped suddenly near a shady spot, and said, "here is where I desire to be buried." The sad funeral train which bore the clay that once had been his earthly habitation, from Albany to Newburyport, laid it sadly, yet hopefully, in that quiet nook, to repose till the archangel's trump shall be heard, and the dead be raised.

His life had been short, as men count time; he lacked six months of completing his thirty-eighth year when he was summoned to the better land; but, if life be reckoned by what is accomplished, then had his life been longer far than that of the antediluvian patriarchs. Of the hundreds of teachers who were under his care at Albany, there was not one who did not look up to him with admiration and love; not one who did not bear, to some extent, at least, the impress of his character and influence; and, it is doing no injustice to those who have so worthily succeeded him, to say that a very large part of the progress which the Empire State has made in the cause of education, during the past ten years, has been from the reflex influence of his spirit and teachings upon those who were his pupils. Nor is this influence confined to New York; other states feel it; even now, men, who were trained under him at Albany, are occupying high positions in the cause of education in several of the Western States; and gifted women, who, under his teachings, were moved to consecrate themselves to the holy duty of training the young, are now at the head of seminaries and female schools of high order, extending his influence in widening circles over the boundless prairies of the West.

Our brief narrative exhibits, we think, clearly what were the marked traits of Mr. Page's character; industry, perseverance, decision, energy, great executive ability, ready tact, and conscientious adherence to what he regarded as duty. But no language can describe the fascination of his manner, the attraction of his presence, his skill in what he was accustomed to call the *drawing-out* process, or his tact in making all his knowledge available. His familiar lectures to his pupils on subjects connected with the teacher's life and duties, could they be published, would form an invaluable hand-book for

teachers. He possessed, beyond most men, the happy talent of *always saying the right thing at the right time.* In personal appearance, Mr. Page was more than ordinarily prepossessing,—of good hight and fine form, erect and dignified in manner, scrupulously neat in person, and easy in address, he was a living model to his pupils, of what a teacher should be. Aside from a few lectures, published at different times, to some of which we have already alluded, Mr. Page left but one published work,—"*The Theory and Practice of Teaching,*" a work which has had a large circulation, and one which no teacher can afford to be without.

As evidence of the estimation in which Mr. Page was held by the distinguished teachers with whom he had been associated, we subjoin a portion of the addresses made on the subject, at the meeting of the American Institute of Instruction, on the announcement of his death.

Mr. Gideon F. Thayer said Mr. Page possessed a clear and logical mind, a sound judgment, and remarkable powers of discrimination; decision and firmness for all occasions, unwavering integrity, and a fearless exercise of his own rights without infringing on the rights or wounding the sensibilities of others. Dignity, affability, and courtesy, were so beautifully blended in his manners, as to secure respect and conciliate regard.

He began to teach when quite young, and, struggling with difficulties, neither few nor small, arose at last, through various important grades, to the highest rank in his profession,—being, at the time of his death, the principal of the state normal school, in the capital of New York. And although he had to encounter distrust and opposition, on assuming this extremely responsible charge, he, in a short period of time, lived down these obstacles, which a blind prejudice against the institution had generated, and died,—if not without an enemy,—leaving a multitude of devoted and sorrowing friends.

The secret of his success was found in the characteristics above mentioned, in his thorough conscientiousness, his religious principle, his fidelity in duty, connected with his self-faith, his diligence, and his indomitable will. He felt that he ***could***,—he ***resolved***,—he ***conquered!***

He was a man of genuine modesty, and felt, to the day of his death, not as though he had fully attained and were already perfect; but constantly strove for additional acquisitions to the very liberal stock which his industry and perseverance had secured to him.

The last time I had the pleasure of seeing him, was in November, 1847, when, in a discussion upon the value of the study of the classics, he intimated that he had become somewhat familiar with the Latin, but had not made much progress in the Greek. "I intend, however," he added with enthusiasm, "to master that too, within the coming year, if my life is spared." Alas that the condition could not be fulfilled!

He thus filled up the measure of his life; not only in term-time, when the labors of his school occupied his mind and called for all his energies; but, in his vacations, when his exhausted powers demanded relaxation, he was still in harness, visiting schools, institutes, and conventions of teachers, throughout the broad surface of the Empire State; teaching, lecturing, and aiding those who needed his efficient assistance in the great work of common school education. To these supererogatory labors is to be attributed his early decline; he became the victim of excessive mental and bodily toil; sacrificing his life to his insatiable desire to benefit his race.

In debate, Mr. Page was able, candid, and forcible. He was blessed with a noble figure, a manly bearing, and great personal comeliness; all which were lighted up and adorned by an intelligence that flashed from his fine eye and beamed from the lineaments of his countenance; while a voice of much compass and

sweetness added its charm, and completed the outline of a most accomplished and eloquent orator.

His labors among us in this Institute, were of the most valuable kind. Among the lectures which he delivered to us, was one on the reciprocal duties of parents and teachers, six thousand copies of which were printed and distributed over the land; doing good to all parties interested, and furnishing lessons of wisdom, which will continue to bless the age, though their author has passed to his high reward.

This, and his larger work, will now be more dearly cherished, since his task on earth is finished; and will, as we trust, be a means of inciting multitudes to enlightened and judicious action, in the great work of training the child for his heavenly destiny.

In conclusion, the speaker said he would not enlarge on the character of the deceased. It was too well known to need his feeble eulogium. It was written in letters of living light on the walls of the various institutions, with which the deceased had been connected. It was impressed in ineffaceable lines on the tablets of the hearts of those who knew him, and especially of those whose early steps in the path of knowledge and virtue he had led with parental solicitude, and of his more recent pupils, prepared, by his instruction and wise counsel, for the duties of the teacher's vocation.

He would, therefore, by the permission of the chair, offer, for the adoption of the Institute, the following resolutions.

Resolved, That, in the demise of DAVID P. PAGE, the cause of education has lost an efficient friend, our fraternity an able and faithful coadjutor, and the community a member devoted to its highest and most sacred interests.

Resolved, That, while this Institute laments the bereavement of a warmly-esteemed and most worthy brother, its members will not cease to cherish the remembrance of his high aims, his spotless life, his reverence for religion, his singular devotion to the cause of man, and his consequent success and triumph over the difficulties of his vocation.

Resolved, That we hold the life and character of Mr. Page as a valuable legacy to the teacher, the citizen, and the philanthropist; and feeling that, though dead, he yet speaketh, we will endeavor to make his example a model for our imitation, as teachers, as men, and as citizens.

Resolved, That we deeply sympathize with the family of the deceased in this irreparable loss, and that a copy of these resolves be transmitted to the afflicted widow.

Resolved, That these resolutions be entered upon the records of the Institute.

Mr. Wm. H. Wells said, as a citizen of Newburyport, the field of Mr. Page's labors for several years previous to his removal from Massachusetts, I beg leave to offer a word in relation to the resolutions before us.

To the teachers of Essex County, the name of Mr. Page is a term of deep and solemn interest. We loved Mr. Page sincerely while living; and we now cherish a most affectionate regard for his memory. He advanced rapidly in our midst, from the humble charge of a district school, to such a degree of eminence and reputation in his profession, that we were unable to retain his services among us.

In rising to eminence himself, Mr. Page did much to honor and elevate the profession to which his life was devoted. Truly, a standard-bearer has fallen, and every teacher in the land has lost a sincere and devoted friend. England will as soon find another Thomas Arnold, as America another David P. Page.

Eng.d by A.H. Ritchie

Wm. F. Phelps.

WILLIAM F. PHELPS.

WILLIAM F. PHELPS, the first principal of the State Normal School of New Jersey, was born at Auburn, New York, on the 14th of February, 1822—the oldest of three sons. His parents were intelligent and in comfortable circumstances, and gave to their children such educational advantages as the times and their means could afford. He was accordingly sent to such imperfect district schools as were to be found, at that period, in his native state.

In consequence of the manifest incompetency of his teachers, and of the barren results which followed their work, Mr. Phelps was frequently led, even at an early age, to reflect upon the absurdity of their methods, and upon the unprofitable character of the instruction they attempted to impart. He went with the greatest aversion to his senseless tasks, and his want of progress convinced him of the fundamental errors which characterized the prevalent mode of teaching. It was evident that this mode was not at all adapted to the nature and wants of the mind, and hence it failed to secure its development and progress.

In 1834, the Auburn High School was established, under the auspices of a ripe scholar and intelligent teacher, Albert Metcalf, A. M., of Massachusetts. This school being liberally supplied with blackboards, philosophical and astronomical apparatus, and being under the management of a polished gentleman, as well as a most efficient, kind, and affectionate teacher, soon attained a high character; and Mr. Phelps was transferred to its more genial atmosphere. Its strict discipline and rigorous instruction made a deep impression upon his mind and heart. He, however, felt keenly the effects of early misdirection, and though he profited much by the lessons of the high school, yet some of the advantages of his new position were lost through the effects of the habits already formed. It was at the high school that the benefits of classification and method were first exhibited to his mind; and the genial influence of kindness and affection, as educational forces, were first made apparent. But this school was too far in advance of the times, and of the intelligence of the community, to be properly appreciated. The teacher, after struggling against fearful odds, overtasked and disheartened, fell a victim to his devotion, and died on the field of his usefulness. Nothing now remained

to our pupil but the old district school and its repulsive associations.

Several ineffectual attempts were made by the parents of Mr. Phelps to install him in a commercial position. For several years, therefore, his time was divided between the farm in summer, and the country district school in winter.

It was while a pupil in the latter, in the winter of 1838–39, that his father was strongly impressed, by the schoolmaster, with the belief that William was abundantly competent to keep school. Accordingly, after spending the summer of 1839 on the farm, he was warned, in the autumn of that year, that he must "take a school" during the following winter. The proposition struck him with amazement, and he objected and even protested; but was obliged to obey. It would not be worth while to describe his long-continued and disheartening efforts "to get a school," nor to praise the distrust, and in some cases, the contempt with which his application was frequently received by narrow-souled trustees. After weeks of mortifying effort, he at length found a school in a retired neighborhood. This school was distinguished for its unpromising antecedents. Its record was one of battles fought between teachers and taught. The last of these had resulted in the discomfiture of his immediate predecessor, and his expulsion from the premises. This was, therefore, his first school. The building was in a crossing, where four roads met, in a low and forbidding spot. The only means of reaching the door was through the carriage track in the middle of the roadway. The school-house was, in dimensions, about eighteen by twenty-two feet. It had an old worn-out stove in the center, and the forms, or writing desks around the room. Surrounding the stove were seats made of slabs, with holes at each end, the legs crossing each other, and protruding at least two inches above the upper surface. These seats were about two and a half feet high, and were intended for little children. These arrangements, with an old rickety table, and a few shelves at one end, for the children's clothing, completed the outfit of the school in respect of furniture.

In these quarters, Mr. Phelps "kept a school," with sixty pupils of all ages, sexes, grades, and conditions, for four months and a half. The only notable characteristic of this school, was a tolerable degree of order, secured by constant exertion, and by a sort of omnipresence on the part of the teacher. A good feeling was maintained among both pupils and parents, and the reputation of the schoolmaster was established in that district for all time. But one incident of a somewhat striking character occurred to relieve the monotony of the session.

There was one family in the vicinity distinguished for the ungovernable character of its children. One of these children having one day openly defied the authority of the teacher, chastisement was inflicted upon the offender, in accordance with the theory and the practice of those days, made and provided. As the parents had conscientious scruples against juvenile obedience, these being abundantly manifested in their home practice, much indignation was felt by them at the success of the teacher in reducing the child to subjection, by means of corporeal punishment. Accordingly, a complaint was made before a justice, and a warrant was issued for Mr. P.'s arrest. He was held for his appearance at court, to answer to the grave charge of assault and battery.

Being quite young, and exceedingly sensitive, with no experience in the terrors of the law, he concluded that his character was lost irreparably. But the people of the district rallied to his support, rejoiced at his conquest of one of the barbarians, and the master's confidence was quickly restored. The complainant dared not go to the grand jury, and the prosecution dropped. The affair was, on the whole, a fortunate one for the neighborhood, and resulted in securing a wholesome state of subordination among its young ungovernables.

An incident of a more amusing character occurred during this first winter's experience in the life of a country schoolmaster. A certain family, residing a mile and a half from the school-house, and sending six children to the school, used to pack them all, young and old, into what is called a jumper, which consists of a crockery crate mounted upon a pair of runners, and in this plight they were sent to school. The horse was stabled at a neighbor's, and at night the precious freight was returned to the bosom of the family. It was the uniform practice then, as now in many quarters, for the teacher "to board around." It fell to Mr. Phelps' lot to be one of this lively sleighing party at night, during a part of that winter. In the morning he was obliged to make his way back to the school on foot, make the fire, and sweep the school-room, in order to be ready for the day's work by nine o'clock. We will permit him to describe his first visit to this family, in his own sprightly language, as communicated some time since, in a letter to the writer of this sketch. He says:—

"I never shall forget my first trip with this (the sleighing) party, nor my first meal with the family. There were seven children in all, and at home they were the most noisy and unmannerly set of urchins on this side of that mythical land, classically denominated 'bedlam.' Their voices, loud enough to startle the seven sleepers, could easily be heard across the street, when the house was closed. The mother

was one of the most industrious and tidy houskeepers I have ever met. With her shrill voice sounding above the clatter and confusion of the seven children, there was music such as would never soothe a nervous man to rest.

"Arriving at the house, we found a warm dinner 'smoking upon the table,' and it was not long before a general rush was made by the children, on some magic signal which I neither saw nor heard, for the gustatory onslaught. Being a stranger and somewhat diffident, I waited for an invitation to join in the work of destruction. At length the 'gude wife' spoke out in her highest key, and commanded me to 'come to the table.' A blessing was asked by the 'pater familias,' in a tone so low that I could scarcely distinguish a word, although sitting next him on the right. The last word was not uttered, before six forks went playing into a huge dish of potatoes, and thence, 'quick as thought,' into a plate of sliced ham, while the bread and other accompaniments disappeared as the dew before the sun of a summer morning. Here my modest reserve was again put to the test! I waited to be helped. Vain expectation! Desolate prospect for a half-starved schoolmaster! But the mother soon came to my relief, and in an instant, by a masterly stroke, she vanquished the accumulated bashfulness of seventeen years. Again, raising her voice to its highest pitch, she exclaimed, 'come now, you must help yourself. If you don't, you'll fare hard, for we haint got any manners here!' The thing was done. I at once 'fell to,' and helped myself; felt at home, and ever after, amidst all my experience in the barbarous practice of 'boarding round,' managed to adapt myself to the company I was in, and to keep my poor body several degrees above the point of starvation."

The succeeding summer was spent in the Auburn Academy, then under the charge of a very efficient corps of teachers. For several successive winters, Mr. Phelps taught district schools, often in retired neighborhoods, and amid discouraging circumstances. His plan was to teach in winter, and attend the academy in the summer, with a view to prepare for college. His success was uniformly marked, and he succeeded in securing the reputation of being one of the best teachers in the country. He became gradually impressed with the great utility of the blackboard, and his experience gave him more and more insights into the nature of the teacher's work, and the true dignity of his calling.

After an experience of five years as a teacher in the rural districts, Mr. Phelps was called upon to take charge of a large public school in the city of Auburn. This was a trying position. The buildings

were old, dilapidated, and inconvenient. There was but one room for the accommodation of one hundred and forty pupils of all grades. While the furniture, and other needful appliances for instruction and training, were of the most meager and unsatisfactory character.

While engaged in the conduct of this school, Mr. Phelps received notice of his appointment, by the county board of supervisors, as one of the first representatives to the New York State Normal School, which was opened in December, 1844. His impressions, gathered from the glowing accounts presented by the official descriptions of foreign normal schools, their comprehensive courses of study, their rigorous discipline, and their practical methods of training, were that they were far superior to our colleges, and believing that his native state, with her great resources and liberal educational policy, would not be found behind even the governments of Prussia, Switzerland, and France, in the endowment of her normal school, he at once gave up all thought of college, and enlisted in the new movement with all the enthusiasm of a Columbus, on his first voyage of discovery.

On the 16th of December, 1844, he for the first time took leave of his friends, and made his way to Albany, in order to be present at the opening of the school, which occurred on the 18th. The emotion which he felt on his first interview with such men as Samuel Young, Alonzo Potter, David P. Page, and Francis Dwight, was one of the greatest veneration. Noble men! They have all, with one exception, passed away, having sealed with their lives their devotion to the great cause of universal education and of human progress.

The school was opened, according to notice, on the 18th. Col. Young, who was then state superintendent of common schools, and chairman of the executive committee of the normal school, gave a lucid and able exposition of its nature and .objects. Immediately thereafter, the exercises of the institution were commenced by Mr. Page, in that quiet and unpretending style so eminently his characteristic. There were but twenty-nine pupils present during the first day, and, amid the din of the carpenter's hammer and saw (for the apartments were yet incomplete,) the great work was commenced.

Mr. Page and his associates were all novices in the conduct of normal schools, and were obliged to "feel their way," as it were, amid many difficulties, and wholly unaided by the light of experience in the work of training teachers. The first six weeks were spent in a cursory review of the elementary branches of study. These subjects, treated as they were by the teachers, soon became dry and distasteful to those who had deemed themselves proficients in them long ago. Accordingly a change of programme was agreed upon, and all those

who, during the six weeks, had shown themselves qualified, were allowed to advance to higher studies. A class in algebra and physiology was accordingly formed; the former under the able mathematician, Perkins, and the latter under the leadership of Mr. Page himself. In this manner, the exercises of the first term of twelve weeks were conducted. Large accessions were constantly made to the number of the pupils, so that, before the end of the term, the school had increased to nearly one hundred pupils.

Thus far, the work had been preliminary and preparatory. None of those striking processes and results, so graphically described as characterizing the normal schools of Europe, had been realized. Mr. P's hopes were disappointed, and he regretted his choice. But, having unbounded confidence in Mr. Page, and trusting to time to correct all the errors, supply all the defects, and develop all the excellencies he had expected, he determined to hold fast and continue his normal life. The second term opened in May, 1855. With this term, the experimental school or school of practice was to be inaugurated, as one of the distinctive features of the normal school system for the training of teachers.

Having, by means of several long conversations with Mr. Page, upon the subject of teaching, as well as by intercourse with him in the capacity of a student, formed an intimate and favorable acquaintance with him, Mr. Phelps was designated by him as the person to organize this experimental school. He had thus the advantage of making upon the children the first impression, which proved to be a very pleasant and happy one. A strong attachment at once sprung up between the teacher and the pupils. This feature of the normal school establishment promised, in the outset, to be a highly successful one. Mr. P's term of service was fixed at two weeks. But before the expiration of this period, Mr. Page was taken seriously ill, and he was desired by the officers of the school to continue in charge of it until the principal's recovery. This detained him for six or eight weeks, and served to strengthen the ties between him and the children under his charge. At length, on the recovery of Mr. Page, he was allowed to return to his class, and the plan of rotating the teachers of this department was set in operation. But the change was injurious. The children no sooner became acquainted with a new teacher than he left them and a stranger was substituted. This led to difficulty and disorder. There was no uniformity either in the discipline or the instruction, and the experimental school became an object of dread to the pupil-teachers, of aversion to the children, and of vexation and trouble to the principal, whose other duties allowed him but little opportunity to attend to its details.

A change of plan was accordingly determined upon, and it was proposed to place a permanent teacher or superintendent in charge of this department, subject to the advice and counsel of the principal of the normal school. It should be his duty to prescribe such regulations as might be necessary for the government of the school, to advise and direct the pupil-teachers during their term of practice, to notice and criticise their methods of teaching, to preserve order and uniformity in the school, and to train the pupil-teachers in the principles of their future calling. This plan was to go into effect at the commencement of the fall term of 1845. After mature deliberation, Mr. Phelps was chosen for this difficult, uninviting, and responsible position. He accepted it with reluctance, and entered upon its duties in October.

The plan succeeded. By it the school was redeemed from failure. Order was brought out of confusion, the children were happy, the pupil-teachers were again reassured, because pleasantly and profitably employed. Before the end of the term, so popular and successful was this department, that its capacity was doubled, and the tuition, which had been previously free, was fixed at twenty dollars per annum. So effective was the discipline and the instruction, as to exert a powerful influence upon the normal school, its methods, and its spirit. It served the purpose of a school of observation as well as practice, and many sound views of the nature and objects of education were here imbibed and carried forth into the schools of the state.

The constantly rotating teachers could not fail to produce constantly varying results. While one would secure the respect and affection of the children, and good order as a consequence, another would in a single day undo the good work of an entire week. These phenomena could not fail to provoke inquiry into their causes. The labors of different teachers were compared, their results were noted, and, after long observation, general principles were deduced and classified. These principles were at length produced in the form of lectures to the pupil-teachers, to their manifest interest and profit. Mr. Phelps occupied this position, trying but useful as it was, until the spring of 1852. Constant application to his work, with a view to master the difficulties which beset him, and to overcome all obstacles, produced at this time a serious derangement of his health. For one year he was a great sufferer from hemorrhage of the lungs and debility. He remained at his post, however, until even these physical weaknesses were overcome, and until the principles for the conduct of his "peculiar institution" were well established and embodied in its organization.

Finally, after having had some six hundred pupil-teachers pass in review before him, and after having labored faithfully to infuse into them his own life-giving spirit, he rested from these labors, and spent more than two years in travel and in the pursuits of business. During this time, his health became firmly established and his knowledge of men and things was greatly increased, by intercourse with the world.

Not long before the close of his connection with the experimental school at Albany, the degree of Master of Arts was conferred upon him by the trustees of Union College, at Schenectady.

In the summer of 1855, the first board of trustees of the New Jersey State Normal School, appointed under the legislative act of the preceding winter, elected Prof. Phelps, by a unanimous vote, principal of the new normal school, and called him at once to counsel with them in relation to their duties. Finding his qualifications adequate, they soon confidently committed the enterprise almost wholly to his management, imposing little or no restraint upon him except that which arose necessarily from the limited pecuniary resources at their disposal. Prof. Phelps adapted himself, with characteristic facility, to the new circumstances in which he was placed. He threw all his energies into the new enterprise, surmounted with skill the various difficulties with which the whole movement in New Jersey was at first embarrassed, and succeeded in a short time in opening the normal school under the happiest auspices, and with a very desirable degree of popular favor. It was not long before, under his management, the institution began to attract great attention, and visitors from the state and from abroad began to flock in to witness the arrangements, and the modes of discipline and instruction. It is remarkable that very few, even of those who were at first most prejudiced, ever visited the school without leaving it as friends. Indeed, hundreds of those who had originally been hostile to the movement, became the warmest friends and advocates of the school. When the new building was opened, and the requisite facilities were obtained for exhibiting the plan to the best advantage, it became a resort for multitudes; and, after the first public examination, the reputation of the principal and the school was established. Prof. Phelps has manifested a devotion to the interests of the school, and an ability in the whole and the detail of its management, which have already placed him in the front rank of the practical educators of our country, as one of the most efficient and intelligent leaders of the great educational movement in America.

JOHN S. HART,

PRINCIPAL OF THE PHILADELPHIA HIGH SCHOOL.

The name of this gentleman is so identified with the history of the Philadelphia High School, one of the most successful of its class on the American Continent, that a brief sketch of his life has been repeatedly called for by the readers of this Journal.

John Seely Hart* was born on the 28th of January, 1810, in Stockbridge township, Berkshire county, Massachusetts, on the bank of the Housatonic, at a point where there has since sprung up the enterprising little manufacturing village of Glendale.

When John was two years old, the family with several of their neighbors emigrated into what was then an unbroken wilderness, in the upper part of Luzerne county, Pennsylvania. The settlement made by these Massachusetts families, in 1812, was in Providence township, on the Lackawanna river, two miles north of where the thriving town of Scranton now stands. The subject of this memoir continued to reside in Providence until he was thirteen years old. His earliest recollections are of a log-house, in the midst of a small clearing, skirted on all sides with the primeval forest. The life of a pioneer, in the back woods, though furnishing doubtless abundant materials for romantic adventure, is yet essentially a life of hardship. Children especially, in such circumstances, often suffer severe privations. The boyhood of Mr. Hart has been described by himself as "*one continued sorrow.*"

In 1823, his father removed with the family to Laurel Run, the seat of a small mill-privilege in a wild dell about two miles from Wilkesbarre. John was then thirteen years old. He was a pale, sickly boy, with delicate features, and a general appearance of extreme physical debility. His education, so far as book-knowledge was con-

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* Mr. Hart is a lineal descendant, in the eighth generation, from Stephen Hart, who came from Braintree, Essex county, England, in 1630, with the company that settled in Braintree, Massachusetts. This Stephen Hart was one of the fifty-four settlers of Cambridge, who organized a church there, and invited the Rev. Thomas Hooker from England to be their pastor. Stephen Hart went thence in 1635, with Mr. Hooker and several others, to Hartford, Connecticut, and was one of the original proprietors of that place. Thence, in 1640, he removed with others into a valley a few miles west of Hartford, and formed a settlement called Farmington, where direct descendants of the family in the male line have continued to reside ever since, upon a part of the original homestead.

cerned, was limited to an acquaintance with Webster's Spelling Book, Murray's English Reader, Daboll's Arithmetic as far as the Rule of Three, and the Bible.

Two things occurred about this time, which entirely changed his career in life. The first was the establishment of a Sunday school in the neighborhood. Two pious ladies from Philadelphia, who were spending the summer with their friends in Wilkesbarre, in connexion with a lady of the village, after exploring the wild region, known as "Laurel Run," and finding it sadly destitute of religious privileges, resolved to establish there a Sunday school. As there was no school-house, nor place of worship of any kind in the neighborhood, nor any dwelling-house at all suited to the purpose, it was determined to hold the school in a barn. The whole apparatus of this school consisted of a few boards laid across old barrels and boxes, to serve as benches, a few tracts and books which the ladies brought with them in a satchel, and the blue and red "tickets" then given as premiums for attendance. John was present the first day the school was opened, and is believed not to have been absent a day, so long as it was continued. He was assigned to the care of one of the ladies from Philadelphia, Miss Mary R. Gardiner. Besides possessing a thoroughly religious spirit, Miss Gardiner was a lady of high culture, whose gentleness and refinement of manners, and scrupulous neatness of person, contrasted strangely with the coarse materials with which she was surrounded. To this lady the boy was indebted, not only for the religious impulse, which resulted in his becoming a Christian, but for the conception of a higher style of humanity than any with which he had before come in contact. There was something within him which responded at once to what he saw so beautifully exemplified in this Christian lady, and which he thenceforth longed with an unquenchable desire to have accomplished in himself.

The other occurrence, that affected materially his subsequent career, was a dangerous and protracted illness. He was attacked with a lameness in the left knee, which proved to be the formidable disease known as "white swelling." The disease was cured, but by a painful and tedious process, and with a very narrow escape, on his part, from being lamed for life. He emerged from this illness more delicate and feeble apparently than ever. So incapable was he judged to be, for any employment requiring physical strength, that it was determined by his friends to seek for him, by some means, such additions to his stock of knowledge, that he might be able to gain a livelihood as the teacher of a country school.

Sickness, and the increased physical debility which followed it, and

which threatened to become permanent, thus changed his destination from that of a mechanic, to that of a teacher. The Sunday school in the barn, and the generous impulses there awakened, changed it still further from that of a country schoolmaster, to the position of extended usefulness to which he has since risen.

When between thirteen and fourteen years of age, he took his first lessons in what he considered the advanced sciences of Geography and English Grammar, the very names of which were till then unknown to him. So extraordinary, however, was the progress which he made in these studies, that the attention of some of the good people of Wilkesbarre was attracted towards him, and by degrees he was encouraged to hope that in some way he might obtain a regular college education. At length, in his fifteenth year, he entered the Wilkesbarre Academy and began the study of Latin. Some one gave him a Latin Grammar. Another lent him a Dictionary. He bought a Virgil with money obtained by the sale of straw hats which he had plaited with his own hands. Living in a home where even candles were a luxury, he read the story of Dido and Æneas, in the Virgil thus procured, by the light of pine-knots picked up in the woods on his way home from school. The whole of the Æneid was read by him in this manner, he himself while thus studying being obliged to lie at full length on the floor in order to get the proper benefit of the light upon the hearth.

When he first began to attend the academy, he lived at home and walked to school a distance of about two miles. Subsequently an arrangement was made by which he paid for his board in the family of a clergyman in the village, by doing sundry jobs of work mornings and evenings. The amount of work, which this sickly but stout-hearted boy undertook, in order to pay for his board while preparing for college, would hardly be believed. The particulars, as communicated to the writer of this article, have satisfied him that they were not much less in amount and laboriousness than the full work of a regular day laborer. Besides this, during the school hours, throughout his whole course in the academy, he paid for his tuition by assisting the master in hearing the lessons of the younger classes.

After a life of three years thus spent, he was found to be not only thoroughly fitted for college, but ruddy and glowing with health, his lameness all gone, and his whole man, physical, intellectual, and moral, invigorated by the stern but wholesome ordeal through which he had passed.

Mr. Hart entered the Sophomore class of Princeton College in the fall of 1827, and graduated in the fall of 1830, with the Valedictory oration and the first honor in the class for general scholarship.

About the time of completing his college course, Mr. Hart received an invitation to be the Principal of the Natchez Academy, in Mississippi. He entered upon the duties of this position in October, 1830, and remained there one academic year. Having in view, however, the preaching of the Gospel, as his ultimate profession, he returned to Princeton in the fall of 1831, and entered the Theological Seminary of that place. About a year after beginning his theological studies, he received the appointment of tutor in the college. The duties of the tutorship were discharged in connexion with attendance upon the theological classes, for the next two years.

In 1834, he was appointed adjunct Professor of Ancient Languages. A large part of the instruction of the college classes in Greek now devolved upon him, and he gave himself to the task with renewed zeal. His ardor in prosecuting the studies of his department communicated itself to the students, many of whom, besides learning the stated lessons of the day, attended voluntarily at extra hours to the prelections of the professor upon authors not included in the college course. He read in this way, to a select class of students, a large portion of the Attic Orators, and of the Dialogues of Plato. One of the changes in the classical course of the college, which Professor Hart was mainly instrumental in bringing about, was the substitution of entire treatises, such as the "Memorabilia," the "Anabasis," the "Oration on the Crown," &c., in the place of the fragmentary Collectanea formerly in use.

While engaging with so much zeal in the prosecution of the Greek, Mr. Hart gave considerable attention also to Oriental studies, particularly to the Hebrew, and the Arabic, the latter of which he studied privately under the tuition of Professor J. Addison Alexander.

Mr. Hart was licensed to preach by the Presbytery of New Brunswick, in the fall of 1835, and during the ensuing season he preached occasionally in the College Chapel and elsewhere in the neighborhood. It was his intention in due time to be ordained as a minister of the Gospel, and to remain permanently connected with the college. But in the following year, 1836, an event occurred which changed entirely his plans. This was an offer of the proprietorship and control of the Edgehill School in the neighborhood of Princeton. In the management of this institution, which was exclusively a boarding school for boys, Mr. Hart thought he saw a field of special usefulness, and with the advice of some of his friends he embarked in the undertaking. It was obvious to him, on entering upon a work of so engrossing a character, that it would preclude the idea of his entering upon the ministry. He accordingly abandoned the purpose before going to

Edgehill, and subsequently communicated this intention to the Presbytery, and returned to them his license, with a request that it should be formally cancelled, which was done. The Edgehill School, under Mr. Hart's management, became widely known, and was very successful. He continued in the management of it five years.

In September, 1842, he was elected Principal of the Central High School of Philadelphia, in the place of Professor A. D. Bache, the present Superintendent of the United States Coast Survey. The High School had been established in October, 1838, with four Professors, equal and co-ordinate, but without any Principal or official head. In consequence of this radical defect in its organization, the school was practically a failure. After a year and a half of precarious and doubtful existence, the institution was remodelled. Professor Bache became its first Principal, and continued in this office two years and a half, namely, from January, 1840, to July, 1842. Mr. Hart has been Principal since that time, or for sixteen out of the twenty years of its existence. This, then, has been his chief work. In this school alone, he has had the charge of no less than 3792 students, of ages ranging from 12 to 21; and no one who has ever been much in the school, or known anything of Mr. Hart's habits of mind, and the energy with which he pursues any favorite object, can doubt that during these sixteen years of active exertion, in his own chosen field of labor, he has left an impress upon his generation which will not soon pass away.

A leading idea with Mr. Hart, in regard to teaching, has ever been the indispensable necessity of the teacher's rousing the pupil himself to decided co-operation and activity, in order to his making acquisitions of permanent value. This idea he developed, soon after his accession to the High School, in a public Lecture to the Controllers and Teachers of the Public Schools, on the subject of "Attention." The main point which he makes in this lecture, is thus stated:—

"The subject of study, in the case of young persons, is often of less importance than the manner of study. I have been led sometimes to doubt the value of many of the inventions for facilitating the acquisition of knowledge by children. That, the acquisition of which costs little labor, will not be likely to make a deep impression, nor to remain long upon the memory. It is by labor that the mind is strengthened and grows. And while care should be taken not to overtask it, by exertions beyond its strength, yet mere occupation of the mind with useful and proper objects, is not the precise aim of education. The educator aims not to make learned boys but able men. To do this he must tax their powers. He must rouse them to manly exertion. He

must lead them to think, to discriminate, to digest what they receive, to *work*. There must every day be the glow of *hard work*—not that exhaustion and languor which arise from too protracted confinement to study—which have the same debilitating effect upon the mind that a similar process has upon the body—but vigorous and hardy labor, such as wakens the mind from its lethargy, summons up the resolution and will, and puts the whole internal man into a state of determined and positive activity. The boy, in such a case, feels that he is at work. He feels, too, that he is gaining something more than knowledge. He is gaining power. He is increasing in strength. He grapples successfully to-day, with a difficulty that would have staggered him yesterday. Every hour so spent, is an hour of conquest. There is no mistaking this process—and no matter what the subject of study, the intellectual development which it gives, is worth infinitely more than all that vague floating kind of knowledge, sometimes sought after, which seems to be imbibed from the atmosphere of the school-room, as it certainly evaporates the moment a boy enters the atmosphere of men, and of active life."

Mr. Hart's own teaching has ever been in accordance with these views; and his class-room, whenever he is engaged directly in giving instruction, is a scene of extraordinary activity.

But the chief function of the Principal of such an institution as the High School, is not teaching. His business is rather to guide and direct the energies of others, so as out of different and sometimes discordant materials, to produce harmonious practical results. The best commentary upon Professor Hart's administrative abilities is to be found in the actual workings of the High School during the sixteen years of his presidency. The annual reports of the Controllers and the frequent descriptions of the school by intelligent foreigners, who have visited it, have made its character in this respect a matter of history. It is universally regarded as a model of efficiency.

A very striking testimony to Mr. Hart's ability as an administrator, was given by his associates, a few years after his accession to the principalship. The question of the presidency of the Girard College being then under discussion, one of the directors of that institution judging that the Professors of the High School would have a better opportunity than any persons else for being acquainted with Mr. Hart's executive ability, addressed to them a letter with a view of obtaining from them an expression of their opinion. The director received in reply a joint letter, signed by all the Professors, from which the following extracts are made:—

"The intimate relations which have existed between ourselves and

Mr. Hart, during the five years he has been Principal of the High School, have given us, as you intimate, peculiar opportunities for becoming acquainted with his qualifications. The frequent interchange of views consequent upon our official connexion, and the constant intermingling of action during five or six hours of every day, could not but result in a definite and settled opinion on the point which has been named. This opinion it would be easy for us to express in a few comprehensive terms. But as such general expressions are extremely liable to be misunderstood, we have deemed it best, even at considerable sacrifice of brevity, to state some of the particulars upon which our general opinion is founded.

"By the organization of the High School, the Principal is charged with the whole government of the institution. Every case of discipline, great or small, passes through his hands. Hence, any inefficiency in his administration, would immediately be felt by every Professor. On this point, therefore, we cannot be mistaken, and as all of us have been conversant with other institutions, prior to our connexion with the High School, we feel authorized to speak comparatively, as well as absolutely:—and we are free to say, that we have never known an institution of learning, in which the Professors and Assistants were sustained in the discharge of their duties, with so much certainty, and at the same time with such a careful regard to the rights and interests of the pupils, or where discipline was administered with so little parade, and so much real efficiency.

"There are in the High School, besides the Principal, eight Professors and two Assistants. Among so many, there must necessarily be great diversity of views and feelings. In addition to this, several of us are older than Mr. Hart, and some of us were his competitors for the situation which he now holds. We are yet free to say, that from the date of his appointment to the present time, such a thing as jarring or dissension, among the Professors, or between any of them and the Principal, has been unknown. Such entire harmony of action and feeling, for so long a time, and in the management of so important an interest as the government of nearly five hundred boys, averaging more than sixteen years of age, could not be the work of chance. We cannot err in seeing its main cause, in the conciliatory manners, the evenness of temper, the mingled firmness and moderation, which characterize the present Principal.

"Another point in the management of the school, which we have often had occasion to remark, is the rare facility of Mr. Hart, in simplifying what would otherwise be complex, in the details of administration. It is owing mainly to his remarkable powers in this respect, that without

any increase in the number of Professors, and with an actual diminution in the annual expenses of the school, he has been enabled gradually to increase the number of pupils, to nearly double what it was at the time of his accession to the principalship, and to one-third more than it was originally supposed the school building could ever accommodate.

"In connexion with this, we would call attention to the steadiness and uniformity, which mark the movements of the institution. It argues, we think, in the Principal of the High School, no small degree of sagacity in the formation of plans, and of judicious adaptation of means to their accomplishment, that a machine so complex in its movements, and containing so many elements likely to produce discrepancy and confusion, should yet proceed from term to term, quietly working out fixed moral results, with all the certainty and precision of a mathematical problem.

"We should do manifest injustice to Mr. Hart did we not name with some degree of emphasis, his extraordinary capacity for labor. In this we refer, as well to the amount of time which he is accustomed to give daily to the business of the school, as to the amount of work which he can despatch in a given time. Both of these have often excited our surprise. Nothing but an iron will, and great physical powers of endurance, could carry a person through the exhausting labors, which we have seen Mr. Hart perform, during the past five years.

"But the feature in the character of Mr. Hart, which perhaps more frequently than any other has arrested our attention, is his fertility of resources, in cases of emergency. However excellent may be the plans for instruction and government of any large institution, yet, as in its actual operation, it is at every step dependent on voluntary agency, it is constantly liable to interruption and aberration. It is necessarily a problem, the elements of which change with every hour. Every day some new plan must be devised, some old plan must be modified, to suit a new set of circumstances. It is in these cases that Mr. Hart's talent for administration shows itself most decisively, to those who are, like ourselves, conversant with the internal economy of the school. In all the trying exigencies in which we have seen him placed, we may truly say, we have never seen him baffled, and rarely at a loss. We have not indeed known which to admire most, his fertility in the invention of means, or his instinctive sagacity in the adoption of those, that in the end proved to be successful.

"We have said nothing of his literary and scientific attainments. His character in these respects is so well known, that we have not deemed it necessary. The only point, which we would note in regard

to them, is their varied character. In philology, in mathematics, in intellectual science, in civil history, in general literature, we have found him equally and familiarly at home. This varied character of his attainments, combined with great soundness of judgment, and a remarkable balance of all the intellectual faculties, fits him peculiarly for the general superintendence of an institution intended to embrace various departments of learning and science."

Mr. Hart's position as Principal of the High School brought him into intimate connexion with the Controllers and Directors, as well as with the teachers of the lower public schools. The suggestions which he has made, from time to time, have contributed largely, not only to the gradual perfecting of the plan of the High School, but also to the general improvement of the whole system of popular education in that city.

His semi-annual examinations of the candidates for admission to the High School, are really a most searching scrutiny into the qualifications of the teachers. Besides this, he is often required to examine directly competitors for vacant situations in the public schools. The facts brought to light in these inquiries early convinced him that many of the teachers, while possessed of good abilities, were sadly deficient in many points of scholarship which were of vital importance. With a view to ascertain how far they were disposed to embrace opportunities for improvement, he undertook in the early part of 1844 to instruct a class of female teachers in the rudiments of Latin on Saturday afternoons. Beginning with about a dozen, and without any public notification, the class increased before the winter was over, to more than a hundred. Encouraged by this success, he then proposed to the Controllers that the whole of Saturday morning should be given up to the improvement of the teachers, and that they should be regularly organized into classes for this purpose, to be instructed by the Professors of the High School. The suggestion was approved, and the plan continued in successful operation for several years.

There can be no doubt that these Saturday classes gave a decided and healthy impulse to the teachers of the lower schools. They led also, by a natural and easy transition, to the establishment of the present efficient Normal School.

In promoting the interests of these classes, and in seeking to make them attractive, Mr. Hart labored with most untiring zeal. Besides taking a regular part in the instruction, in the same manner as the other professors, he prepared every week a written lecture of an hour's length, which was delivered to all the classes in a body at the close of the other exercises. The first course of lectures was on the "History of the

Public Schools of Philadelphia." In the preparation of this history, he not only explored all the annual reports, and other printed documents of the Controllers, from the year 1818 down to the date when he was writing, but actually read the entire original records of the Controllers, and of the various sectional Boards of Directors, covering more than six thousand pages of folio manuscript, noting each fact as he proceeded, item by item, digesting the information gradually into convenient tabular forms and chronological tables, and afterwards writing out the results in a continuous stream of narrative. The history, thus prepared for the purpose of creating in the minds of the teachers a local interest in their work, would make a good sized octavo volume.

After completing these lectures, Mr. Hart projected another course, still more extended and laborious, on the "History of the English Language and Literature." The admirable paper on the "English Language," which is to be found in the August number of this Journal for 1855, formed originally one of the lectures of this course. As an evidence of the thoroughness with which Mr. Hart entered into the subject, it may be remarked that these lectures, before they were suspended, had already reached the fiftieth, and he had then only come down chronologically as far as Shakspeare. Some of these lectures, as those on Chaucer and Spenser, were repeated in subsequent years to the regular classes of the High School, and elsewhere, and those on Spenser, twelve in number, were published in 1847, forming a large octavo volume of over five hundred pages.

One of the practical difficulties that beset the path of the school in the earlier stages of its history, grew out of its very prosperity. As this difficulty is one common to all similar institutions in large cities, it may be well to dwell upon it a little, and to notice briefly in what manner the problem has been solved in the case of the Philadelphia High School.

The school had grown from 63 pupils and four professors, the original number, to 500 pupils and twelve professors, which was more by 140 at least, than the building then occupied could suitably accommodate. As the population was steadily advancing, and the public schools constantly gaining in favor, thereby increasing the applicants for admission to the High School in a two-fold ratio, the question would ever and anon arise, what must be the issue of this state of things? To deny admission to those who are truly and fairly qualified must create dissatisfaction, and end in settled opposition. To establish additional High Schools, from time to time, would, besides its extreme expensiveness, break up the beautiful and harmonious uniformity and homogeneity of the whole system of public schools.

In view of this state of things, Mr. Hart, in his Annual Report, September, 1846, made the following suggestion :—

"This gradual filling up of the school, suggests a serious question for the consideration of the Controllers. The time must come, if it has not already come, when the limit will have been reached, beyond which it will be impossible to increase the number belonging to the school. The school system will continue to grow, both by the natural growth of the population, and by the continued improvement of the lower schools. The time must come, therefore, when there will be more candidates qualified for the High School, than can be admitted on the present basis. To meet this difficulty, it was at one time feared that it would be necessary to establish additional High Schools. Experience, however, seems now clearly to indicate that such a result is not, and can never be necessary. All that is necessary, is to prescribe additional studies as a qualification for admission. There are several studies pursued during the first year in the High School, which might be pursued to quite as much advantage in the last year of the grammar schools. The removal of these from the list of studies pursued in the High School, to the list of those required for admission, so far from being an injury, would possess obvious advantages. It would benefit the High School, by enabling the professors to add new studies to the course, or to carry farther some of those already adopted. It would benefit still more the grammar schools, by introducing there some very important branches of study, which are now virtually excluded from them. Reading, spelling, and writing, grammar, geography, and arithmetic, form undoubtedly the basis of a good education. Before the establishment of the High School, even these studies were not taught adequately in the grammar schools. Some of them, as it appears from the records of the Controllers, were not taught at all to any extent. A very great change has taken place in this respect during the past eight years. The second, third, and in some cases, even the fourth division of a grammar school now, are quite equal in intellectual advancement to the first division, in 1838. In consequence of the desire to gain admission to the High School, and the necessity, in order to this, of the pupils being proficient in grammar, geography, and arithmetic, it has come to pass, that these studies are now taught in our public schools as well, probably, as in any other schools in the world of the same extent. But there are many other studies, which, if not equally important with these, are still highly desirable. Every pupil of the public schools should, if practicable, be made acquainted with the History of the United States, and the general prin-

ciples of the National Government. These branches might be taught in the grammar schools, just as well as in the High School."

In consequence of this suggestion, the Controllers adopted a resolution, adding the "History of the United States" to the list of studies required for admission to the High School.

Finding that the measure adopted was still inadequate to the exigency, Mr. Hart, again, in. September, 1849, brought the whole subject before the attention of the Controllers in a special report, from which the following extracts are made:—

"In several of my annual reports, and particularly in that for the year ending July, 1846 (pp. 86–88), I have called the attention of the Controllers to the necessity of providing in some way for the steady increase in the number of applicants for admission to the High School. This increase is caused by the natural growth of the population, the improvement of the lower schools, and the constant extension of the whole school system.

"When the High School was opened in 1838, the number of pupils in all the lower schools was less than 18,000. It is now more than 40,000. From a careful examination of the early records of the Controllers, and also those of the sectional Boards, I believe the lower schools have advanced in other respects quite as much as in numbers. The second, and in some cases even the third divisions of the grammar schools are now as far advanced intellectually, as the first divisions were before the organization of the High School. Yet our terms of admission have remained nominally unchanged. I say *nominally*, for there has been of necessity a real change. While we continue to examine on the same branches that we did in 1838, we ask questions that are more difficult, requiring on the part of the applicants a much more extended study of those branches.

"It will be readily perceived from the nature of these branches, that there is a certain point beyond which the course heretofore pursued in our examinations ceases to be profitable or proper. Arithmetic beyond a certain point runs by a natural sequence into algebra and mensuration, the latter consisting mainly of the practical applications of arithmetic to mechanical and commercial business, the former being only arithmetic generalized. The study of the elements of algebra and mensuration is in fact, as every well informed teacher knows, the best and shortest method of perfecting a pupil in arithmetic. After learning thoroughly the easier parts of arithmetic, the most expeditious way of learning its higher problems is, not to study them alone, but to study them in connexion with the elements of algebra and mensuration. The elements of algebra and mensuration, and the whole of

arithmetic, may thus be acquired together, in the same time that arithmetic alone would require if pursued by itself to completion. There is in like manner a natural, though not quite so intimate a connexion between writing and drawing, grammar and rhetoric, geography and history, the history of the United States and its constitution and form of government.

"The removal of some of these simpler studies from the list of those pursued in the High School to the list of those required for admission, seems therefore to be desirable in itself, as well as demanded by the increasing number of applicants. Such a change would benefit the High School, by enabling us to add new studies to the course or to pursue farther some of those already adopted. It would benefit still more the grammar schools by introducing there some very important branches now virtually excluded from them.

"Changes of the kind contemplated should be gradual and prospective in their provisions. To add suddenly a large number of studies to the requirements for admission, would tend to discourage the grammar schools by overloading them with duty, and to embarrass the High School by causing a temporary deficiency in the number of applicants. The Controllers during the last school year made a useful beginning by a resolution requiring that in all examinations subsequent to July, 1849, the candidates be examined in the History of the United States, in addition to the studies heretofore required. This addition I am sure will not be sufficient. I would therefore respectfully suggest the adoption by the Controllers of a resolution requiring candidates for the High School to be examined, in February next and at all subsequent admissions, in the Constitution of the United States; and in July next and at all admissions subsequent to that, in the elements of algebra and mensuration. I have suggested these branches in preference to some others that might be named, because they seem on the whole to be the simplest, and the ones most intimately connected with the studies already pursued in the grammar schools.

"Whether other studies shall be required, and how soon they shall be added to the list, we shall have better means of judging a year hence than now. A change of the kind contemplated can hardly fail to give a favorable impulse, which will be propagated through the whole series of lower schools.

"I should be loth to believe that important improvements are not in store for all our schools, from the High School down to the primaries. I have great confidence also in the belief that improvements hereafter are to be obtained in the same manner that all improvements heretofore have been, I mean, by a constant process of *improving*

upwards. The primaries are to be improved by elevating the secondaries, the secondaries by elevating the grammar schools, the grammar schools by elevating the High School. The whole system, in short, is to be improved by every part rising equally, gradually, and constantly. The mode of improvement which I have suggested, seems to be that which with the least action secures the largest results. As a small angle of divergence at the top of a pyramid affects materially its solid contents, so a small amount of legislation, judiciously applied to the top of our system of public schools, and addressed primarily to only four or five hundred of its pupils, may enlarge materially the intellectual advantages of its whole forty or fifty thousand."

The adoption of this line of policy by the Controllers, and the perfect ease with which the measure was carried into effect, settled entirely the question of the adequacy of the one High School to supply the wants of an ever increasing population.

The transfer of so considerable a number of studies from the High School to the grammar schools, gave a fitting opportunity for extending the course of the former. Among the studies which Mr. Hart had long wished to see placed on the footing of an integral part of an English education, was the Anglo-Saxon. In 1849 and 1850, with the consent of the Controllers, he introduced this study into the High School course, in connexion with his lectures on the early English literature. As there was no one else at hand to undertake the task of instruction, he set himself courageously to work to learn the language, in the midst of his other multiplied duties, and taught it with most gratifying success to several classes. Some prejudice, however, having been awakened in the public mind, against this study, he was obliged in 1854 to yield to the popular clamor, and to abandon the course, just as it had become fairly developed. The experiment on this subject in the Philadelphia High School, was regarded with much interest in all parts of the United States, and its very unexpected abandonment, after such a noble progress had been made, was learned by many of the most enlightened friends of education with sincere sorrow. Mr. Hart's views on this subject are set forth with so much fulness in the paper on "The English Language," before referred to, that it is not necessary to dwell upon it farther in this place.

Professor Hart has been busy with his pen. Having access to the editorial columns of nearly all the daily papers of the city, he has seldom allowed a week to pass without some contribution to the general current of public opinion. In the numerous local controversies, which have necessarily grown out of the development of a general system of popular education, he is understood to have availed himself very largely

of this means of allaying opposition, and of propagating correct views. His thorough investigation into the early history of the public schools of Philadelphia, in preparing his course of lectures on that subject, gave him rare facilities for such a purpose.

Besides these anonymous, but not least important labors, his annual reports have furnished a vast amount of statistical information of the greatest value for general educational purposes. These reports, if collected, would form several large volumes. The information which they contain, is presented with a compactness and perspicuity that have made them models of their kind.

Mr. Hart's first work in the preparation of school books was the editing of "White's Universal History," in which he added several chapters to that part relating to the discovery and settlement of North America. This was in 1843.

In 1844 he discharged the duties of editor of the Pennsylvania Common School Journal.

During the same year, he prepared and published two reading books, which have been popular, namely, "The Class Book of Poetry," and "The Class Book of Prose."

In 1845, he published two other popular school books, namely, "English Grammar," and "A Brief Exposition of the Constitution of the United States."

Mr. Hale, the philologist to the United States Exploring Expedition, under Captain Wilkes, prepared for the government a large quarto volume on the languages of Polynesia. It was a learned work, containing some fifteen or more grammars and vocabularies of the different groups of languages with which the Expedition was brought into contact. Mr. Hale being in Europe at the time his manuscript was going through the press, the difficult task of editing it was intrusted by the Government to Mr. Hart, and occupied no little of his time in the years 1845 and 1846.

In 1847, his "Essay on Spenser and the Fairy Queen," already referred to, appeared contemporaneously in New York and London. It was a sumptuous octavo, of 514 pages, and was received with marked favor. A new edition of it was issued in Philadelphia, in 1854.

The severest literary labor, which he has at any time undertaken, was the editing of Sartain's Magazine. This was a monthly periodical, established with a view to high literary excellence, and enlisting in its service writers of the first class. Its success was immediate, and for that time very great, reaching in its second year a circulation of thirty thousand. Mr. Hart, in addition to his other engagements, dis-

charged the editorial labors of this magazine for two years and a half namely, from January, 1849, to July, 1851, writing all the editorials, reading all the proofs, reading and deciding upon the manuscripts offered for publication, amounting often in a single month to enough to fill the magazine for a year, and conducting the entire correspondence with the contributors. It was his boast, on leaving the office, that he had on no occasion kept either printer, publisher, or contributor waiting for an hour.

His connexion with this magazine brought him into familiar acquaintance with most of the living writers of the country, and made comparatively easy his next task, which was a publication on the "Female Prose Writers of America." This was issued in 1851. It was a large octavo volume, of 630 pages, printed in beautiful style, embellished with portraits, and containing original biographies with extracts. The work was well received, and has been reprinted once or twice since.

His latest publication is an introductory Latin reading book, entitled "Epitome of Greek and Roman Mythology." It appeared in 1853.

During his connexion with the Philadelphia High School, Mr. Hart has had numerous offers to go elsewhere. In December, 1844, he was invited to the presidency of the Pennsylvania Institution for the Blind. He has repeatedly had overtures to become the president of a College, and once to be the Chancellor of a University, with a large increase of salary. Thus far, however, with a wise moderation, he has uniformly declined all offers of the kind.

Mr. Hart was elected a member of the American Philosophical Society in January, 1844. He received the honorary title of Doctor of Laws from Miami University in Ohio, in 1850.

For several years past, Mr. Hart has given a large amount of time and labor to the Sunday school cause. Feeling how much he is himself indebted to this beneficent agency, he endeavors to discharge some part of the obligation thereby laid upon him, by doing whatever may be in his power to extend its benefits to others. On Sunday, both morning and afternoon, he superintends a large Sabbath school, numbering fifty teachers and between three and four hundred scholars. On this school he has brought to bear all the fruits of his long experience as a professional teacher and governor of youth. Besides this, he is an active manager of the American Sunday School Union, to which he gives from two to three afternoons a week all the year round.

FREDERICK A. P. BARNARD.

FREDERICK AUGUSTUS PORTER BARNARD, president of the University of Mississippi, whose reputation as a practical educator entitles him, pre-eminently, to a notice in these pages; and who, as a writer on subjects connected with collegiate education, stands second to no other in this country, was born in the year 1809, in the town of Sheffield, Berkshire county, Massachusetts. His father, Robert Foster Barnard, a counselor at law, highly respected in his profession, and held in honor by all who knew him, for his distinguished moral worth, was an influential citizen of his native county, which he several times represented in the senate of the state. The subject of this notice is sixth in lineal descent from Francis Barnard, of Essex, England, who emigrated to this country about the year 1638, and was one of the first settlers of Hartford, Connecticut; but removed to Hadley, Massachusetts, in 1654. In the dangers to which the early colonists of New England were exposed, this family fully participated. One of the sons of Francis Barnard was killed, early in life, at the battle with the natives which, in 1675, gave its name to Bloody Brook, in Deerfield. Another, Joseph Barnard, from whom our subject is descended, was mortally wounded, in 1695, by a shot from a savage lying in ambush, who fired upon him as he was passing peaceably along, upon his proper business, through the forest. A third son, Rev. Thomas Barnard (mentioned third in order, but the eldest of the family,) settled at Andover; and from him are descended many of the name or blood, who reside in the eastern part of Massachusetts, among whom may be mentioned Rev. John Barnard, of Marblehead.

Through his mother, who was the daughter of Dr. Joshua Porter, of Salisbury, Connecticut, later in life of Saratoga Springs, and who was also the niece of General Peter B. Porter and Hon. Augustus Porter, of Niagara Falls, President Barnard traces his lineage directly, through six intermediate generations, to Roger Williams, of Massachusetts and Rhode Island, the early champion of religious liberty in this country; some of whose traits of character, particularly his firmness of purpose, strength of will, and fearless obedience to the dictates of conscience, whether by inheritance or otherwise, he certainly possesses.

The subject of our notice is indebted, for his earliest mental culture, to maternal solicitude. As a child, he attended the common school of his district, and had his place assigned him in classes in reading and spelling; but the tasks presenting no difficulty, because already familiar, through his mother's teachings, he found school indescribably irksome; and he has been often heard to speak of the childish perplexity with which he was then accustomed to regard his companions, while they were engaged in what they called *studying their lessons.*

He was, however, soon put to tasks which made him study. Before the end of his eighth year he was tolerably versed in elementary geography; and he had, with painful labor, and to his great disgust, been compelled to learn by rote all "the large print," with a good many qualifying "observations," and "exceptions," and "remarks," in less conspicuous type, in Lindley Murray's Grammar. It is perhaps quite unnecessary to mention that, of all this verbal erudition, he did not understand a single word; but that, as he never forgot any part of it, the meaning it was intended to embody was gradually revealed to him, as he acquired the ideas themselves, through other processes, later in life. After completing grammar, he was put into "parsing," in which exercise he was told that he would find his previous attainments very helpful. The force of this suggestion, however, did not come home to him very strongly; and he learned to parse by a process entirely inductive—by listening to older pupils, and by reading the "parsing lessons" placed at the end of Murray; the only part of the book from which he derived any benefit. He thus, by attention and comparison, became able to distinguish a noun from a verb, without troubling himself to apply the severe test of the definition, that "a noun is the name of any thing that exists, or of which we have any notion," or that "a verb is a word which signifies to be, to do, or to suffer."

Early in his eighth year he was advanced to the study of Latin. This part of his education was commenced under the private tuition of Rev. James Bradford, the minister of the Congregational church in his native town, whom he has ever held in grateful remembrance. The Latin grammar proved to be not in the slightest degree more intelligible to the learner than the English had been; but its contents pretty nearly from cover to cover were transferred to his memory, by the mechanical process which had already been made so painfully familiar; and they have there remained stereotyped throughout life, owing their ultimate intelligibility, as in the former case, to knowledge subsequently and otherwise acquired. It can not be questioned,

however, that this rote process has some advantages. The forms of declension and conjugation, the tabulated connectives, and the irregularities of a language, are, by means of it, indelibly impressed upon the mind; and they thus very much lighten the learner's subsequent labor. But to a child, the process is unpalatable to the last degree; and its tendency is to produce generally a dislike to books.

The subject of our notice, however, was, from his earliest years, very fond of books, when permitted to choose them for himself. The "*Tales for Children*" of Miss Edgeworth, and others, were early devoured. The school reading-books, except the dryer and didactic parts, were read and re-read. The "*Columbian Orator*" was a great favorite. The tastes thus acquired soon demanded superior aliment. Voyages and travels, history and dramatic writings, were sought after with avidity. One of the earliest books read, and long remembered for the delight it afforded, was Professor Silliman's narrative of his travels in England, Holland, and Scotland. It awakened the strongest desire to know the author—a desire which, to the young reader's satisfaction, was gratified later in life. A great part of Rollin's "*History*," and all of Shakspeare's "*Comedies*," and most of his "*Tragedies*," had been mastered before the age of twelve. The latter had been read again and again.

In the meantime, however, Latin was a weariness to both the flesh and the spirit; but it continued to be inculcated, and Greek also, for several years; the learner having been placed at school, first in the village of Saratoga Springs, and afterward at Stockbridge, in his native county. At the former place, however, he found something more attractive than Latin; having then, for the first time, enjoyed the opportunity of visiting a printing office. So strong a fascination for him hung about that spot, that he could not be prevented from devoting all the hours of his freedom from school, morning, noon, and night, and, above all, the "Saturday afternoons," so highly prized by school boys, for many months, to acquiring a practical knowledge of the magic art in his own person; and so expert a printer did he then become, that he has often, in his later life, lent an efficient hand, in emergencies, in offices with which he has had a connection, as author or editor.

In 1824, he entered Yale College, as a member of the freshman class; being the youngest member of a class long after noted for the weight of talent it embraced, and known as the mathematical class. Up to this time, he had given no attention to mathematical studies, beyond the elementary rules of arithmetic. It very early became manifest that a warm competition was to exist in the class, for the

first position in scholarship in mathematical science, and, for a time, young Barnard, excessively diffident in disposition, and as yet quite small in person, shrank from thrusting himself forward, when he was conscious that he lacked only self-possession to enable him to do so successfully. Knotty points were often thrown out to the whole class at once, any one being at liberty to rise and present solutions. It required some nerve for a boy of fifteen, to stand up and do this before forty or fifty critics and competitors, some of them of nearly twice his age. For some months, therefore, the peculiar character of his mind was not recognized; but, as he became familiarized with his new situation, and his diffidence wore off, he descended into the arena, and, from that moment, competition for the first position was at an end. From the beginning to the close of his college career, he was never, by accident or surprise, betrayed into an error before his class, on any mathematical subject; nor was he ever, for a single moment, at a loss to meet any demand made by the instructor, whether of himself individually, or of the class collectively. He never contented himself with the modes of investigation or demonstration laid down in the text-books, and rarely offered one in recitation which would be found in them. Beginning with the elements of geometry, in his freshman year, he amused himself with writing out novel demonstrations of all propositions and problems, to the end of the course; or until they became so varied and numerous, that he could not spare the time to write them. As a matter of course, he revelled in collateral reading in the mathematics; and, after his freshman year, he had invariably read and laid aside the college text-book, long before the class had taken it up. He never read a mathematical argument more than once; but usually addressed himself immediately to the task of making another and a better. In synthetic treatises, his habit was to confine his reading to the enunciations of the points to be proved, and to work out the argument for himself before examining the mode of treatment which the author had employed. It was, at that period, practiced by the instructors, to put forth original test propositions and problems, for the purpose of stimulating emulation, and exciting competition. These were invariably solved, almost within the hour, by young Barnard, and his solutions were often the only ones offered. There prevailed, also, then, to some extent, the practice of throwing out mathematical challenges, among the students themselves. Such challenges passed occasionally between members of different classes, and young Barnard was the object of a good many such. He never failed to send back the knot untied, within less than twenty-four hours. The tutor of his class in mathematics, dur-

ing the latter portion of his course, was the late W. N. Holland, afterward professor of mathematics in Trinity College, Hartford, himself distinguished for his mathematical abilities, and for his attainments in science. Mr. Holland, in writing of Mr. Barnard, in 1837, said: "I have never known any person, except the late lamented Prof. Fisher, who seemed to have so extraordinary a natural aptitude for mathematical studies. He soon outstripped all competitors in that department, and was, at the same time, a very excellent scholar in the classics, and in English literature. After graduating with the highest honors of his class, he became one of the masters of the Latin school, in Hartford; a station which, for many years, was offered only to the best scholars from Yale College."

We have dwelt somewhat at length upon the educational history of President Barnard, because his own notions of educational theory have been mostly derived from his personal experience. In all the course of his preparation for college, he had revolted against study, because he was compelled to learn what he could not understand, for the several reasons that difficult subjects were presented, before his mind had attained sufficient maturity to receive them; because they were presented in dry, concise, and technical language, too abstract for his comprehension; and because little effort was made by his teachers to compensate him for these disadvantages, by attempting, on their own part, to throw light on the obscurity. Whatever was intelligible, even in childhood, was pleasing; whatever was unintelligible, was repulsive. History, personal narrative, the drama, was delightful; language was odious. And yet this subject was only odious, because presented prematurely, or unintelligibly; for, in his later life, Mr. Barnard has been a passionate devotee to linguistic studies, and has made himself acquainted with all the languages of Europe, except the Sclavonic tongues. So soon as the subject of mathematics was presented to his mind, the clearness with which every truth stood forth in the light of demonstration, was completely fascinating, and he followed where it led, not as a task, but as a pleasure.

It is a doctrine, therefore, entertained by President Barnard, that the mind of childhood should rather be enticed than driven to the acquisition of knowledge. He further believes that the love of knowledge is so far natural, that no other excitement is needed but knowledge itself, intelligibly presented; and consequently that, in order that this condition may be secured, the subjects of knowledge, which form the substance of teaching, should be adapted to their order, and in the manner of exhibition, to the degree of maturity or development of the mind itself.

Mr. Barnard, after remaining two years at Hartford, where he published a treatise on arithmetic, which, in the words of Prof. Holland, "added much to his reputation, especially in the higher and more difficult parts," was elected to a tutorship in Yale College, being then just twenty-one years of age. This office he held but a year, having resigned it in consequence of an apprehended failure of health. During this time, however, he prepared and published an edition of Bridge's "*Conic Sections*," which has since been extensively used in American colleges, in which the work was substantially rewritten, and also considerably enlarged. It may serve to illustrate the estimation in which he was held, at the time, by Prof. Olmsted, who had been his instructor, to mention that he was engaged by that gentleman to examine, critically, the manuscript of his Natural Philosophy, then in preparation for the press. Another evidence of this consideration is found in the fact that Prof. Olmsted proposed to him, before his retirement, to come into an arrangement by which he might be his assistant professor, until such time as the college should be able to divide the chair, and give to Mr. Barnard the department of the mathematics—a proposition which would have been accepted, but for the cause above mentioned, compelling him to desist for a time from occupation.

While a student in college, Mr. Barnard had devoted the time given by most of his class to the study of the modern languages, to the prosecution of mathematical studies, in the higher departments of the science. Soon after his graduation, he perceived how indispensable to the scientific student is an acquaintance with some of the languages of continental Europe. He accordingly addressed himself to the study of the French, with such earnestness of purpose that in the course of a few months he had nearly dispensed with lexicons; and soon after began to read the language with the same facility as English. He afterward turned his attention to the Italian and Spanish, with similar success; and, at a later period of life, to the German, Swedish, Danish, and Dutch.

After his retirement from Yale College, Mr. Barnard became temporarily connected with the American Asylum for the Deaf and Dumb, in Hartford; and, during this period, he conducted, for a short time, the "*New England Weekly Review*," previously edited by Prentice and Whittier, successively. He did not long remain in this situation, however, having been invited to a corresponding position, in the New York Institution for the Deaf and Dumb. This institution, now occupying a rank among the first of its class in the country or in the world, had then just fallen into the hands of its present able

president, Dr. H. P. Peet; and one of the earliest and most satisfactory evidences which Mr. Peet gave of his clear-sighted sagacity, consisted in his judicious selection of his colleagues. It is believed that he will cheerfully testify not only to the activity, zeal, and success with which Mr. Barnard discharged the immediate duties of his station; but also to the ability displayed by him in assisting to bring the claims of this department of education to the favorable regard of the legislature and people of the state; and, still further, in directing the attention of the professors of the art in this country, to the scientific and psychological principles on which it rests. In the library of the institution, Mr. Barnard found a valuable collection of works, in foreign languages, on deaf-mute instruction. He gave himself to the perusal of these with avidity; and was thus led to enter upon a course of metaphysical study, and of investigation of the philosophy of language, which soon possessed for him all the fascination which the mathematics had exercised before. He published articles on the history and philosophy of the education of the deaf and dumb, in several of the higher periodicals of the day, as the "*North American Review*," the "*Christian Spectator*," and the "*Biblical Repository;*" and he prepared many able documents on the subject for the institution itself. The subject of grammar, of which the memories of his childhood were any thing but pleasing, became, at this time, so favorite with him, that he published a treatise of his own, entitled "*Analytic Grammar, with Symbolic Illustration*," in which the structure of language and the relations of the words which make connected speech, were visibly symbolified. The treatise found much favor with the philosophic, and would probably have come into general use as a school book, but for its association with a special department of education, and the impression that it was designed for learners wanting in one of the most important of the senses.

While pursuing these studies and prosecuting these labors, Mr. Barnard did not forget the favorite pursuits of previous years. Besides keeping alive his interest in mathematics, he engaged in the study of physical science, and became an assiduous observer of meteorological phenomena, including those of the aurora borealis, the zodiacal light, and shooting stars. Upon these, especially those of the first and last class, he made many observations, in concert with Mr. E. C. Herrick, the well-known meteorologist of New Haven. Some contributions of this date may be found, from him, in the "*American Journal of Science*." He also prepared and published, about this time, in the "*American Monthly Magazine*," of New York, to which he was a

contributor, a summary of the existing state of electrical science, as connected with magnetism.

In the latter part of 1837, Mr. Barnard was elected to the professorship of mathematics and natural philosophy in the University of Alabama; and, on his way, he stopped at Richmond, Virginia, to advocate, before the legislature of that state, an institution for the deaf and dumb. There he encountered Dr. S. G. Howe, of Boston, who was there on a similar errand, in behalf of the blind. It was agreed that the friends of the two measures should unite their efforts; and the result of this union was the erection of the institution now in operation at Staunton, in which instruction is given, in different departments, both to the deaf and dumb and the blind.

Mr. Barnard entered upon his duties in Alabama, in the spring of 1838. During this year, he prepared and published "*The Alabama State Almanac for* 1839," which he designed to make a vehicle of scientific information, as well as a calendar, and a register of statistical matters, and other matters of fact. The astronomical computations were by himself, unassisted; and the remaining contents, also, mainly by himself, were interesting and valuable; but the sale did not repay the very considerable expense of publishing such a work in Tuscaloosa; and it was, therefore, impossible to continue it. A literary magazine, entitled "*The Southron*," having sprung up about the same time, was mainly sustained by the contributions of Prof. Barnard, and two gentlemen, both of whom have since become pretty widely known to the country, Hon. A. B. Meek and Hon. W. R. Smith. For a number of years, also, Prof. Barnard was the unavowed editor of "*The Independent Monitor*," a weekly newspaper, printed in Tuscaloosa; and, during this time, his pen was excessively prolific, and was employed on a wide range of subjects. As an editor, his writings were marked by a cheerful vein, mingled with a constant flow of humor; and no oracle of the tripod has probably ever been more favorite in Alabama, than he. He contributed, also, occasionally, and for a time regularly, to the other weekly newspaper in Tuscaloosa, the "*Observer*."

While in Alabama, Prof. Barnard published a new arithmetic, which came, for a time, into pretty general use in that state. He also directed the construction of the astronomical observatory of the University of Alabama; but, owing to his subsequent acceptance of the chair of chemistry in the university, it did not continue to be under his management. He was frequently called upon to deliver public addresses, on occasions of interest. One of these was in commemoration of the "*Life and Public Services of Hon. W. R. King*,"

pronounced in compliance with a request tendered by the citizens of Tuscaloosa, irrespective of party. Another, which was published, and which was very flatteringly noticed, in many quarters, was an oration before the Alabama Alpha of the Phi Beta Kappa Society, upon the subject of "*Art Culture.*" He also lectured repeatedly, on scientific subjects, before popular audiences, in Tuscaloosa, and elsewhere; and, on several occasions, commanded crowded audiences, in the state house, during the sessions of the legislature.

On the publication of the accounts of the photographic discovery of Daguerre, Mr. Barnard, even before the processes were disclosed, entered zealously upon a series of experiments, relating to the art; and he very early addressed a communication to the "*Journal of Science*," giving a mode of preparing plates, by the use of chlorine gas, of such sensitiveness, as to receive an instantaneous impression. Such methods were, about the same time, introduced elsewhere; but the reagent employed was different; and Mr. Dana, in acknowledging the communication, stated that it was the first account that had appeared, of the successful application of chlorine to this interesting art.

In the year 1846, a joint commission was appointed, on the part of the states of Alabama and Florida, for the purpose of settling the boundary line between their territories, which had always been in dispute. This boundary is the treaty line between Spain and the United States, which was run between the years 1796 and 1799; and should be the 31st parallel of latitude. The commissioners, on both sides, were to be assisted by astronomers and surveyors, appointed in the interest of the several states. Prof. Barnard was appointed, by Gov. Martin, as astronomer on behalf of the State of Alabama. The parties met on the banks of the Chattahoochee, at the disputed line, in November, 1846. The astronomer appointed on the part of Florida, failed to appear; and Prof. Barnard was accordingly appointed on the part of that state, also. After the necessary observations had been made at the Chattahoochee, and as far from the river as was thought necessary, the commissioners resolved to commit the entire remaining part of the examination to Prof. Barnard and his assistants, alone; and he accordingly proceeded along the line, from the Chattahoochee to the Perdido, and thence into Alabama, to the Tensaw; the monuments being found still to exist along the parallel, all the way to the Mississippi River. His report on the results of the examination, which was laid before both legislatures, had the effect to settle the controversy immediately.

In the year 1848, the chair of chemistry in the university became

vacant; and Prof. Barnard was induced to accept it. He immediately gave a great development to the system of instruction in that science, as it had been previously conducted in that institution, or rather remodeled the system entirely; introducing experimental illustration, on the most ample scale. Desirous, also, of enlarging the usefulness of the university, as well as of introducing a species of influence, favorable to the manners of the students, he invited the young ladies of the Female Institute of Tuscaloosa (there being at that time but one seminary for young ladies in that city, where there are now four, all of them flourishing,) as well as the ladies of the city, generally, to attend his lectures, at the laboratory; an invitation which caused his lecture room to be much frequented, and often to be thronged to excess.

During the period in which he held this professorship, he continued to cultivate his mathematical studies; and among other evidences which he gave of this, may be instanced a series of papers in the "*American Journal of Science*," on the subject of the Mechanical Theory of Heat, and the conditions essential to the success of engines driven by heated air.

In the fall of 1853, he was appointed a juror in the Exhibition of the World's Industry, held in New York City; but was delayed in attendance, until the jury to which he was attached had completed its labors.

In the year 1855, the British Association for the Advancement of Science extended special invitations to a limited number of the men of science of America, to attend their annual meeting, held that year in in Glasgow. Mr. Barnard received the compliment of one of these invitations, but was unable to attend.

During the latter part of his connection with the University of Alabama, some of the friends of that institution set on foot a project for the remodeling of the system of instruction, in such a manner as to leave to every student the free option to select for himself the studies he would pursue. This scheme alarmed the friends of sound education in Alabama, especially when it began to appear that strenuous efforts were making, through the press, to prepossess the popular opinion in favor of the change. These, therefore, resorted to the same channel for disabusing the public mind of error, which had been employed to propagate it; and accordingly a very animated discussion occupied the columns of many of the papers of the state, for several months. In this discussion, Mr. Barnard took a very active and zealous part, in vindication of the time-honored system, which was threatened with destruction; and his articles produced a very perceptible impression

upon the conductors of the press, no less than upon public sentiment generally; and were probab'y more instrumental than any other, in arresting the tendency to favor the spirit of destructiveness, which was beginning to be very distinctly manifested.

In obedience to a requisition of the board of trustees of the University, communicated to the faculty in July, 1853, a committee of the faculty was appointed to report a plan of reorganization, in conformity with the views of the advocates of change. Of this committee Mr. Barnard was chairman. The committee, in conformity with instructions, reported such a plan as had been required of them; but the majority of the committee, consisting of Prof. Barnard and Prof. J. W. Pratt, presented an additional report, embodying an elaborate examination of the plan, and its emphatic condemnation. In this report, which was drawn up by Prof. Barnard, the expediency of the proposed innovation is examined in the light of the experience of those institutions which have given it a full or a partial trial; and it is shown, by an extensive collation of facts, to have resulted in practical failure, in nearly every such instance. The plan, however, is more uncompromisingly condemned, upon higher and purely philosophic grounds, drawn from a consideration of the objects of educational discipline; and the dangerous fallacy which underlies the popular objection to many collegiate studies, viz., that they are not practical, is energetically exposed. The report concludes with the citation of the written opinions of many of the ablest educators in the country, upon the point in discussion, which are shown to be, with singular unanimity, hostile to the proposed innovation.

Some passages in the report are sufficiently remarkable to deserve citation here. The following tribute to the value of classical learning, carries with it the more weight, as coming from a man whose natural tastes had inclined him almost exclusively to the cultivation of science, and whose professional pursuits might have been supposed likely to make him forgetful of the amenities or the uses of literary study:—

If the study of language generally has the value which is here claimed for it, that of the languages of ancient Rome and Greece possesses this merit in an eminent degree. In them those principles of the philosophy of speech, to which allusion has been made, and which constitute in their systematized form the science of general grammar, are more perfectly and more happily illustrated, than in any other known tongues, living or dead. And not only is it true that, as languages, they thus furnish, to the linguistic philosopher, the most interesting, as they do at the same time, to the youthful student, the most improving of all the subjects embraced in this department of knowledge; but, also, it most fortunately happens, that their literature presents the happiest examples of language in its proper use—the most unexceptionable models of historical, dramatic, poetical, metaphysical, and oratorical composition, that the world has ever seen. We have, then, in the Greek and Roman tongues, the instrument of human thought in its most perfect

form; and, in the Greek and Roman classic authors, the application and the uses of the instrument, in their most admirable and elegant illustrations. So strongly have these considerations impressed the educators—it may almost be said universally—of all modern time, that the perpetually recurring cry of the "practical men" of the entire century which precedes us—*Cui bono?* what will all this Latin and Greek do for us in the business of spinning cotton and raising potatoes?—has been of no avail whatever to dislodge the classics from our colleges, or even to unsettle the firmness of the tenure by which they maintain their prescriptive prominence there. In view of these considerations, how empty and shallow does all this revolutionary clamor appear! And of how utterly trivial importance is it, whether the student, who has experienced the inestimable benefits which spring from a thorough study of the "Humane Letters," remembers, or fails to remember, through all his after life, the mere facts of knowledge which, as necessary incidentals to this training, he picked up during his student career!

After some further examination of the specific modes in which classical study benefits the learner, and after the citation of the opinions of distinguished educators on the subject, the report proceeds:—

But while thus the value of classical study, in the subjective influence it exercises upon the student, is vindicated not only by a consideration of the nature of the study itself, but also by the testimony of judicious educators every where, even of those who have consented to its optional banishment from the college curriculum, it is not difficult, after all, to disprove the assertion, so frequently and so flippantly made, that the knowledge which this species of study furnishes to the youth is without any practical use in later life. And here, in employing the words, practical use, the undersigned would not be understood to intend a use so intensely and literally and materially practical, as to manifest itself in superiority of skill in planting cotton, or unusual wisdom in managing stock; for, if a test so gross is to be applied to the attainments of the scholar in every department, many other branches of learning, besides the ancient classics, will fall under the ban. But if propriety of speech, ease, and copiousness of expression, and those various graces of conversation, which distinguish the man of letters, may be regarded as practical benefits to their possessor; if the greater respect which they enable him to command from his surrounding fellow men, is a tribute worth receiving; if the substantial addition to his influence over others, and to his power of benefiting mankind, which they bestow, be not a thing to be despised; then will the man, in whose youthful culture the ancient classics have not been overlooked, carry with him, to the latest day of his life, advantages derived from their study, which no sordid computation of dollars and cents can ever adequately represent.

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And, on this point, it may finally be added that, in the present state of the world's literature, some familiarity with the classic authors of Greece and Rome is, to any man who aspires to the name of a scholar, simply a necessity. The literature of all modern Europe is inextricably interwoven with that of Greece and Rome—and our own no less than every other. We can not be literary men, and yet be ignorant of the classics. The idea is utterly preposterous; and all the attempts to decry the ancient learning, by representing it as so much "learned lumber," and thus endeavoring to bring it into disrepute, will have no other effect than to awaken the suspicion, or establish the certainty, that their originators are no better scholars than they should be, themselves.

Is it possible, then, that the trustees of this university will deliberately resolve to award the honor of graduation, to confer the diploma, which, from the earliest history of colleges, has been recognized only as the certificate of genuine scholarship, upon men who willfully neglect that which always has been, and inevitably always must be, the first essential to the scholar? Is it possible that they will do this ruinous thing, at a time when the university is in the enjoyment of a sound and healthy prosperity, such as it never has experienced before; and such as, to all who have been familiar with the early history of other colleges, is not only satisfactory, but highly encouraging? Is it possible that they will do it, with the evidence before them of an entirely tranquil contentment pervading the whole people, in regard to the system of instruction in operation here; and in view of the fact

that the proposition for a change, published every where throughout the state, has awakened only an occasional and feeble response; while it has, at the same time, elicited from the scattered friends of sound education so numerous, and elaborate, and able vindications of the existing order of things, as to prove, beyond all question, that the sound sense of the people is satisfied with what we have, and asks for nothing better? Is it possible that they will do this, and, in doing so, substitute, in place of a tried and approved system, one which has not even the guaranty of past success to recommend it; but which is actually, in spite of all impressions heretofore existing to the contrary, unpopular at home, and which has, in point of fact, already broken down in every other institution which has attempted to borrow it? Surely this can not be.

One of the striking points made by the report is, that the University of Virginia, which is so often referred to in evidence of the popularity of the "open system" of university teaching, furnishes in its published catalogues conclusive evidence that this system, in so far as relates to under-graduate instruction, is unpopular in the State of Virginia itself. The report states that:—

The catalogue of the University of Virginia, last published (for 1853–54,) shows a total of students, belonging to Virginia, of 289.* But, as a considerable number of these are students of law and medicine, they certainly, in a comparison like this, are not to be counted. By a careful enumeration, it appears that the number of these professional students, belonging to Virginia, is 126. The students in the department of arts are, therefore, only 163. According to the United States Census for 1850, the total white population of Virginia was, in that year, 894,800. The same authority gives the total white population of Alabama, at the same time, as 426.514. According to these figures, if the University of Virginia is prosperous while the state furnishes it *one hundred and sixty-three* students of arts, ours ought to be equally so, so long as we have as many as *seventy-seven.* But the catalogue of the University of Alabama, published last November, contains the names of *ninety-eight* students of arts from Alabama; and, if we add those who were admitted after the publication of the catalogue, we shall have *one hundred and seven.* Is there any ground, then, for asserting that our numbers are feeble; or that Alabama does not patronize her own university as well as other states do theirs? Should the assertion be still adhered to, it can be established only by comparison with some state institution in which the close, instead of the open, system of instruction is maintained; and hence the whole inference, which it has been sought to derive from this fact, will fall to the ground.

In truth, the comparison just made is most disastrous to the claims of the Virginia system, as it respects its actual popularity. For, be it observed, a main reason why we are urged to adopt that system is, that the existing one is so hopelessly unpopular as to render some destructive outbreak in the legislature, or among the people, all but absolutely inevitable. Yet, unpopular as it is (if these assumptions are true,) it is manifestly, as the figures themselves show, nearly fifty per cent. more popular in Alabama, than the system of the Virginia University is in Virginia.

Further on in this report, the argument is resumed, as follows:—

The very small number of students of arts furnished by Virginia to her own university, as has already been shown earlier in this report, is evidence enough that the system has not the approbation of Virginians themselves. This fact will appear more unanswerably true, if we extend the comparison to other colleges, where the close system is severely carried out. The College of South Carolina, for instance, exhibits a list of 189 under-graduates for the collegiate year 1853–54, of whom 175 are furnished by the State of South Carolina itself. The total

* The total number of students in the University of Virginia, during the year, from all the states which furnished to it students, was much greater than this. The nature of the argument required the comparison to be confined, however, to Virginia alone.

white population of the state, according to the census of 1850, is 274,563; while that of Virginia, as already stated, is 894,800, furnishing only 163 students of arts to the State University. If South Carolina patronized her college no better than Virginia does her university (the professional schools apart,) she would send to Columbia but fifty students instead of 175. The South Carolina College is one of some standing in years. Let us take another, also maintaining rigidly the close system, which has been in operation only for a limited period—the University of Mississippi. The total number of students on the catalogue of this institution for the past year is 158; from which, subtracting all but those whose residences are in the state, and who are pursuing the regular under-graduate course, we shall have 134, upon a population of 295,718. Yet, if Mississippi were no more partial to the course of education in her university than Virginia seems to be to that which hers has adopted, she would furnish to it only fifty-three under-graduate students.

In the following table are presented the results of similar calculations for a number of colleges, whose catalogues happen to be at hand. The dates are the latest accessible, and are all recent. In the first column are placed the number of under-graduates which each state would furnish to the college belonging to it, if it furnished the same number, in proportion to population, which Virginia furnishes to her university; and in the second are placed the actual members present, as given in the several catalogues, excluding all from other states, and all who are not regular under-graduates:—

	Proportional Number.	Actual Number.
University of Virginia,	163	163
University of Alabama,	77	107
South Carolina College,	50	175
University of Mississippi,	53	134
University of Georgia,	95	107
University of North Carolina,	100	139
Yale College,	66	135
Harvard University,	178	238
Dartmouth College,	57	160

It appears to the undersigned that facts of this nature, and which admit of being multiplied to a much greater extent, combine to furnish an absolute demonstration that the system of instruction practiced at the University of Virginia is, for students not attending the professional schools, absolutely out of favor and unpopular where it is best known—in the State of Virginia itself. It appears that not one single consideration exists to encourage the belief that that system, transplanted here, would be any more favorite with the people of Alabama than it is in Virginia. It appears that, though the name has become a popular catchword among those who have urged the remodeling of our own State University, yet the reality which it represents is not at all that thing which it is evidently here supposed to be; and that its introduction with us could only lead to immediate disappointment, and ultimate dissatisfaction and disgust.

The faculty of the University of Alabama, to whom this report of the majority of their committee was read, directed it to be presented to the board of trustees. It was accordingly read before that body, at a special meeting, held toward the close of September, 1854. The board, some of the members of which had been partially committed to the view that some modification or other ought to be introduced into the plan of instruction; and being at the same time convinced of the injudiciousness of adopting the proposed radical measure of change; fell, in the end, upon a sort of compromise, by which, without touching, or in any way impairing, the system of previous years, they endeavored to throw the university more widely open than before to students who should desire to select their own studies. The

regular classes, and the four years' course, were suffered to stand, but the names of the classes were changed from freshman, sophomore, &c., to "class of the first year," "class of the second year," &c.; and the hours of recitation were so arranged as to permit a student, not a member of a regular class, to recite in such subjects as he should choose to select. Professor Barnard, though with reason abundantly satisfied with the substantial success which had crowned the exertions of himself and his associates in this severely contested struggle, yet regarded even the trivial concession which had been made to the spirit of change as an error, and predicted that its advocates would themselves be early convinced of the fact. The prediction was fully realized, even earlier than he had imagined; the university having abandoned the experiment at the end of the third year, and returned, in all particulars, to the system which existed before the change.

During the same year, 1854, the subject of college government was discussed in the public journals of Alabama, with an animation hardly less warm than that which had marked the struggle in regard to systems of instruction. Grave exceptions were taken to the disciplinary code, as it at that time stood; and suggestions were thrown out for its improvement, such as, for the most part, served only to illustrate the want of practical knowledge, on the part of the censors, of the subject which they undertook to treat. To some of these suggestions Mr. Barnard was led to reply, in a letter addressed to Hon. A. B. Meek, one of the editors of the "*Mobile Register*." Having once broken ground on the subject, however, he followed it up in a series of communications, addressed to the same gentleman, in which he undertook to show that the complaints, so often heard on the subject of collegiate discipline, ascribe the evils which exist to erroneous causes altogether, and fail to recognize the true causes, which are simply the isolation of the youthful community, its immunity from the restraints of public opinion, and its practical freedom from the ordinary operations of municipal law. He maintained, with earnest emphasis, that nearly all the vice which college associations engender, and by far the greater part of the troubles with which college government is embarrassed, grow out of our perpetuation of a system which originated in a different age, and in a different state of society, from that in which we live; which was, in its origin, surrounded by securities which we have totally discarded, and can not resume, if we would; and which compels us to profess to exercise a degree of moral restraint over young men, which we have no means to make effectual. What is called the "dormitory system" is therefore regarded by Mr. Barnard as containing in it the source of most of the evils

encountered in the management of colleges; and for these evils he sees no effectual remedy, short of the abandonment of the system itself. The practical difficulty which prevents the application of the remedy—immediately, at least—in the case of the greater part of the collegiate institutions of the country, is to be found in their location in small villages, or in positions entirely isolated, where students can not obtain accommodations, except such as the dormitories afford. The original selection of such locations, Mr. Barnard regards as an error of great magnitude. It seems to have been occasioned by a prevalent impression in regard to the freedom of such locations from temptations to idleness or vice, which he looks upon as quite illusory; but it has entailed upon the institutions themselves many disadvantages and embarrassments, which are very palpable and real.

The impression produced by these letters upon the friends of education in Alabama, and elsewhere, was such as to occasion a demand for their republication, in a more permanent form. They were therefore collected, and, with some slight revision, given to the public, in a thick pamphlet, in December, 1854.

While these matters were occupying the thoughts and the pen of Mr. Barnard, he engaged also, with much zeal, in the advocacy of projects of internal improvement, by which the rich resources of central and northern Alabama might be brought into communication with markets, and so rendered available. Upon this general subject, and upon particular schemes for connecting Tuscaloosa and the country north of it with the sea-board, he prepared and published many forcibly-argued papers; and he, at the same time, availed himself of opportunities offered by railroad conventions, and other public meetings, to address the people, in person, upon the same topics. During the summer of 1854, he also published a series of papers, in one of the daily journals of New Orleans, earnestly urging the importance of an air-line of communication, between that city and Chattanooga, Tennessee; by which the air-line chain, extending from Maine to Louisiana, would be completed. The portion of this work within the State of Alabama, is now under construction; the extension through Mississippi to New Orleans, remains to be undertaken.

In the month of September, 1854, Mr. Barnard was elected to the professorship of mathematics and natural philosophy in the University of Mississippi, at Oxford. This was an infant institution, which had been in operation only six years; having been established on the foundation of a donation of lands made in trust, by congress, to the legislature of Mississippi for the purpose, at the time of the admission of the state into the Union, in 1817. The state had sold the lands many years

ago, and had received the proceeds into the public treasury. From time to time, laws had been passed, providing for the periodical statement of the account between the treasury and the seminary fund; but these laws had been but imperfectly complied with; and, during the long period which had elapsed without any measures having been set on foot to carry out the intention of congress in making the donation, the whole subject had become so perplexed, that no one at this time (1854,) definitely knew what was the actual state of the case.

At the time of Mr. Barnard's election to his chair, the university was greatly in need of funds. Its buildings were wanting in extent of accommodations, and in arrangements convenient for experimental instruction in science. Its library was small, its apparatus imperfect and deficient, and its collections in mineralogy, geology, and natural history, extremely meager. The necessity was apparent to the board of trustees, of applying to the legislature for relief; and this was brought the more strongly to their convictions by Mr. Barnard's urgent representations of the wants of the scientific departments, and the importance of greatly enlarging the library. The trustees, therefore, at their meeting in July, 1855, appointed a committee to memorialize the legislature; and the duty of preparing the memorial was assigned to Mr. Barnard. In this document, which is carefully drawn up, and condensed as far as practicable, consistently with its design, the argument in favor of extending a liberal support to the university of the state, considered as the prime mover in the educational system, is strongly presented; and the specific defects existing in the institution at the time, and for the supply of which funds were urgently needed, are pointed out, with such explanation as to make the urgency of the case obvious. The memorial produced an impression strongly favorable; and this impression was strengthened and enforced by an oral argument, addressed to the members of both houses, in the representatives' hall, by Prof. Barnard, at the request of the trustees, during the session of the legislature. While this memorial was pending, however, the board resolved to make a thorough investigation into the condition of the seminary fund; and a committee of the body was occupied for several days, in ascertaining what balance, under the existing laws, ought to be due to it, on the books of the treasury. In these labors they were assisted by Prof. Barnard, who was indefatigable in the zeal of his co-operation, and by whom the results of the investigation, exhibiting a large balance to the credit of the fund, were finally condensed into a succinct and satisfactory statement. This statement, having been reported to the governor, by the president of the board, was thought by him

to be of sufficient importance, to justify him in laying it before the legislature in a special message, which he accordingly did, in the month of February, 1856. The immediate consequence of all these efforts was the passage of a law, appropriating to the university $20,000 per annum, in addition to its existing income, for five years.

With the increased means thus secured, the board proceeded to make rapid and extensive improvements in the university, showing in the various measures, which they adopted for this purpose, great consideration to the recommendations of Prof. Barnard. Within less than three years, the time which has since elapsed, they have placed the university, in regard to its internal arrangements, to its scientific collections, and to its appliances generally for furnishing the ambitious student with the largest advantages for the acquisition of knowledge, on a level with the best institutions of its class in the United States.

In the summer of 1855, Prof. Barnard was selected by the president of the American Association for the Advancement of Education, Prof. A. D. Bache, to prepare a paper on the subject of the "Improvements Practicable in American Colleges," for presentation at the annual meeting of the association, in August, of that year. This paper, which was published among the proceedings of the association, and in the "*American Journal of Education*,"* received wide approval and commendation for the judiciousness of its suggestions, and was reviewed, with strong expressions of approval, in the "*Southern Quarterly Review*," in an article, understood to be from the pen of the accomplished editor, Dr. Thornwell.

In the summer of 1856, the presidency of the university fell vacant, by the resignation of Dr. Longstreet, who had filled it successfully for seven years; and Prof. Barnard was elected to succeed him. He entered upon his new office, under circumstances of peculiar delicacy; and it was anticipated, by all who were on the ground, that his administration would have, at the outset, to contend with difficulties of no ordinary magnitude. The anticipation was verified in the amplest manner. But, in spite of sectarian feeling, excited to its utmost pitch against him, by men who sought to bring the university under denominational influence; and of the unscrupulous and untiring assaults by a notorious and infamous pretender to science, who, after his ejection from a chair in the university, sought to gratify his malignity by venting the most atrocious slanders and libels upon the personal character of Dr. Barnard; and although the systems of discipline and instruction, which it was the purpose of the new president to introduce into the university, were misapprehended by some, and misrep-

* Vol. I., p. 174.

resented by others; his plans for the improvement and development of the university have begun to bear fruit; and many of those who, through the efforts of interested persons, were once strongly prejudiced against him, and his system of university education, are now among the warmest of his admirers and supporters.

At the close of the year 1856, President Barnard delivered a lecture to the graduating class of that year, on the subject of the *Relations which exist between the education of the University and that of Common Schools.* In this lecture, which was published at the request of the class, we have a condensed statement of views which it has been the practice of the author, for many years, to inculcate constantly upon those who have received instruction at his hands, in regard to the duties which, as members of society, they owe to the great cause of education. He exhorts them never to forget the claims of the institution in which they were themselves educated, and never to relax in effort for the elevation of the university to the highest level, whether in regard to intellectual character, or to its material means of usefulness; but to remember, above all, that this usefulness is not limited to the direct agency of the institution, in imparting knowledge to the comparatively small number who resort to it, to obtain personal instruction within its walls; but is felt far more widely, and to far more beneficial purpose, through its indirect action upon the minds of the whole people; by setting in motion, and keeping in efficient operation, a system of universal education, for which it supplies the stimulus and furnishes the laboring men. He therefore earnestly desires them, while they vigorously persevere in their active support of the higher education, in the university of their native state especially, yet, by all means, to rest their support on the broad principles of universal philanthropy; and to sustain the university, because, in so doing, they contribute, more efficiently than they can do in any other way, to the education of the whole people.

The second year of President Barnard's administration, recently closed, has been one of remarkable success. His power of controlling young men has been exemplified in the good order which has prevailed, throughout the session, among the students of the university—a degree of order never previously existing there; while the grade of scholarship has also been materially elevated and improved. These results, achieved in so short a time, and in the face of so many adverse circumstances, are justly regarded by his friends, and by the literary public, as demonstrations of his peculiar fitness for the discharge of the administrative duties pertaining to his position.

During this year, President Barnard brought distinctly before the

trustees of the university, and the public, a plan which he had long cherished in his own mind, to elevate the university, in the grade of its teaching and in the character of its aims, to a level correspondent to the assumption of its name; to put it, in brief, in the way to become, just as rapidly as the educational wants of the country shall demand, an university in the European sense of the term. This plan he unfolded in a printed letter, addressed to the board of trustees, and extending to more than one hundred octavo pages.

A large edition of the letter was speedily exhausted by the calls made for it from every portion of the state, and the board of trustees, at their meeting in July last, were so impressed with the importance of the views presented in the letter, that they ordered the printing of another and larger edition, by the following resolutions:—

Whereas, In the opinion of the board of trustees, the recommendations contained in the printed letter of President Barnard, submitted at the present meeting of the board, as to changes to be made in the course of instruction in the university, the general views of which are approved, deserve a deliberate examination; therefore, be it

Resolved, That a committee of five be appointed to confer with the president, and with him to devise a plan for carrying into effect the suggestions contained in his letter; and report to the next annual meeting of this board, the course of study and organization of the several departments, best calculated to secure the object therein indicated.

Whereas, In the opinion of this board, the letter recently addressed to the board, through the press, by President Barnard, contains matter which ought to be universally diffused among the friends of education, and especially among the people of Mississippi; be it

Resolved, That *one thousand* copies of said letter be printed for the use of the board, and for general distribution.

The letter has attracted much attention at the hands of distinguished gentlemen throughout the country, who are themselves engaged in the work of education, and their numerous commendatory letters, addressed to its author, afford an ample and gratifying testimony in corroboration of the soundness of his views. A committee of the board of trustees has been charged with the duty of investigating and reporting upon the proposed changes advocated in the letter.

President Barnard has, all his life, possessed a great proclivity to mechanical invention. In his boyhood, he was constantly engaged in the construction of some species of mechanical contrivance, and the propensity has never disappeared. At the meeting of the American Association for the Advancement of Science, held in Baltimore, in April, 1858, he presented a description of an electric clock, constructed, according to his designs, by Ritchie, of Boston. In this very beautiful piece of mechanism, the pendulum receives its impulse from two small weights, alternately raised by magnetic power, while the pendulum itself is entirely free. So long ago as the year 1848, he

invented a printing telegraph, capable of performing with greater rapidity than any in use; each letter requiring, for its production, but a single electric impulse, instead of such a succession as is necessary in the instruments which allow all the intervening letters to escape, one by one, before that which is desired can be reached. The instrument, however, required the use of the relay magnet and local battery, which were covered by Morse's patent; and it has never, therefore, been brought into use.

In the year 1854, President Barnard was admitted to deacon's orders in the ministry of the Protestant Episcopal church, by the Rt. Rev. Bishop Cobbs, of Alabama; and, in 1855, he was ordained a presbyter in the same church, by Rt. Rev. Bishop Green, of Mississippi. On his removal to Oxford, the parish in that village naturally fell under his charge, and he has continued to hold the rectorship up to this time—preaching, ordinarily, on two Sundays in each month. How he finds the time, in the midst of so many and such engrossing avocations, for the preparation of his pulpit discourses, is a standing surprise to all who are aware of the number and extent of his various employments. As a composition, each of his sermons seems to have been as elaborately finished, as though the toil of weeks had been bestowed upon it; and yet, it is known that his sermons are actually prepared in the course of a few brief hours, during which he is often liable to interruption. His sermons display, also, a range of theological reading, whose breadth might well excite the astonishment of those who know how recently he has taken holy orders. Indeed, to listen to him in the pulpit, no one would suppose him to be a comparatively unpracticed clergyman; and all who can appreciate sincere and glowing piety, set forth and advanced with rare felicity of style, clearness of statement, force of logic, and poetic beauty of illustration, must regret that talents like his have not been exclusively devoted to the church.

It has been said of him, that the most remarkable characteristic of his mind, is his versatility. In all the various walks of letters and science which he has at different times pursued, he seems equally at home. He has evidently been "doing one thing at a time," during all his life; and has made it a rule to exhaust every subject of investigation, before he laid it aside. Whatever he has once mastered, he has retained with such a freshness of recollection that, seemingly without mental effort, he passes from subject to subject, without embarrassment, or confusion of ideas, and calmly draws forth from his mental treasures "things new and old," as the exigences of the moment may require.

The "*Letter*" which President Barnard addressed to the board of trustees of the University of Mississippi, in 1858, is so full of suggestions of the highest practical importance to the efficiency and fuller development of our American collegiate and university system, that we must enrich our pages with a few extracts.

In this, as in his former publications on the subject, the writer claims that the expansion of the range of studies, without extending the time in which these studies are to be pursued, has impaired the efficiency of the system, in its original and legitimate aim—the discipline and training of the intellectual powers—without giving to the students a thorough mastery of any one of the many new subjects introduced. This evil he attributes, not to the inefficiency of the professors, or to their defective methods of instruction, but to the system itself.

The evil has been the growth of years. It has accumulated by degrees almost imperceptible. Each successive addition has probably seemed inconsiderable to those who made it, but the united sum has become intolerable. Could it, in the nature of things, have been possible that a proposition should at any one time have been made for a sudden change from the system, as it existed a century ago, to the system of to-day, it is inconceivable that it should have been entertained by enlightened educators for a moment.

To relieve the course of under-graduate study in our colleges of some part of its excessive burthen, and at the same time to meet the demands of the age for instruction in the studies which have been introduced, President Barnard proposes to divide the studies into distinct and separate courses—a sub-graduate and a post-graduate department.

The sub-graduate course may be defined by the very simple process of excluding from the curriculum of study, as it stands at present, all those branches of science which are confessedly modern additions, and, along with these, the modern languages. This course will, therefore, as reconstructed, embrace the English, Latin, and Greek languages, all the elementary branches of the pure mathematics, the mechanical branches of natural philosophy, logic, rhetoric, the principles of criticism, moral and mental philosophy, composition, and elocution. These several branches of study are to be pursued to something like the extent, and with something like the thoroughness, contemplated in the earlier period of the history of our collegiate instruction. To these it may not be thought improper to add, during the concluding year, succinct expository courses in chemistry and the subjects of natural philosophy, not strictly mechanical; these topics being taught avowedly in outline only, and not as matters to be embraced in the examination for the Bachelor's degree.

To the post-graduate department, may be turned over those branches of science and letters which are excluded from the former, and which are confessedly, at present, but imperfectly taught; and the number of these may, from time to time, be increased, by adding new ones, as the wants of the public and the growing resources of the university may demand or justify. Thus it *may* immediately include astronomy, geology, mineralogy, chemistry, natural philosophy, meteorology, civil engineering, the higher branches of the pure mathematics, Greek and Roman letters, the modern languages and their literature, political economy, international law, constitutional law, and the history of philosophy; but it probably *will* include, at first, only such of this list as are most practical in their nature. As, in creating this department, the design should be, from the beginning, to build

up here ultimately a university in the largest acceptation of that term, it is to be expected that, in the progress of years, schools of agriculture, of natural history, of medical science, of civil and political history, &c., &c.

The post-graduate department is to be open to all who may wish to go thoroughly to the bottom of any subject which the university proposes to teach, and for which he has prepared himself in school, or by private study; but the master's degree is not to be conferred upon any one who has not graduated as Bachelor of Arts, in this or some other college. When students of mature minds resort, of their own option, to a school of higher learning, like that contemplated, it is presumed they will be in earnest in the pursuit of knowledge.

The above assumption can not safely be made of the body of the under-graduates of our colleges. Nor is it difficult to find reasons for a fact of so general observation. One of these is, doubtless, the immaturity of the youthful student himself; in consequence of which, he is yet to learn both the importance of mental culture, and the value of positive knowledge. Another is presented in the circumstance that the under-graduate student is not always, perhaps not usually, a member of an institution of learning, entirely of his own voluntary choice; but that he has become such, in compliance with the wishes of his parents and friends; often with no other feeling on his own part than a desire to make his college life pass away as agreeably as circumstances will allow; a desire which does not always prompt him to seek for enjoyment by the most rational means.

In the higher department, or post-graduate course, of the university, President Barnard proposes to employ the plan of daily recitation only to a limited extent, and to resort mainly to oral exposition on the part of the teacher.

According to Sir William Hamilton, all instruction was originally given, in the universities of England, as it continues to be in the continental universities, by lecture. The colleges and halls, which now monopolize the principal work of teaching in those venerable institutions, were erected to provide for the physical wants of the students, and to secure a vigilant supervision over their morals. The officers, called tutors, employed by the colleges for the latter purpose, gradually took upon themselves the character of instructors, by exacting from the youth under their charge, a repetition of what they had learned in the public lecture-halls. To this kind of recitation, they subsequently added recitation from books. The evident design of the exercise, in its origin, was that in which we find its chief utility at present—to insure the attention of the pupil to the subject which he is required to know. The distinctive name given by the French, to the officer whose duty it is merely to hear recitations, makes it sufficiently evident what idea is associated with the exercise by them. This name—*répétiteur*—suggests to the mind the bare repetition of a task, as that which it is the business of the officer to secure. * * *

All that Melancthon has said, all that Hamilton has said, all that any panegyrist of the system of daily examination, as a means of instruction, has said, in regard to the incidental advantages growing out of the method, is admitted without any hesitation. It stimulates emulation, it cultivates self-possession, it encourages or enforces precision of speech, it abates conceit, it convinces of deficiency. But all these resultant benefits presume the immaturity of the learner; and most of them presume, furthermore, that an unceasing constraint is necessary to compel him to profit by the instructions he receives. * * *

It will be conceded that, considered as an instructive, and not as a coercive method, the system of daily examination is attended with some incidental advantages, besides those which have just been enumerated. It is a possibility that a student, who has failed to comprehend some point embraced in the text of his lesson, may be enlightened, by listening to the performance of a fellow-student. It

is also a possibility, or rather a fact of frequent occurrence, that the imperfect performance of an individual scholar, may indicate to the instructor the deficiencies of that individual, and so elicit explanatory comments or illustrations. It is further true, that the instructor may volunteer explanations and elucidations of points of difficulty, even though occasion may not arise to force their introduction.

An acute instructor, moreover, by the ingenious selection of interrogatories, will bring out the weak points of a pupil, as a lawyer does those of a witness; or will bring into prominent relief the points of the subjects under consideration, which are of highest importance. But, beyond this, it is certainly true, that it is only in so far as, for whatever reason, the instructor does actually superadd his own teachings to the text of the lesson, that any talents or attainments, which may belong to him personally, can be of any sort of use to his pupils. For all the purposes of *mere* recitation, any man, who is capable of understanding what the pupil says, and of reading the book or books from which he has learned it, so as to compare the performance with the text, is as good and as capable a presiding officer and examiner in a class-room, as any other. The teacher, therefore, who meets his classes for no purpose at any time but to "hear their recitations," is not really a teacher, except in so far as he ingrafts upon this exercise the expository feature which is the distinguishing characteristic of the plan of instruction by lecture. To do this, however, to any extent, in the recitation-room, without seriously interfering with the specific design for which the exercise of recitation was primarily instituted, is proved by experience to be impracticable. Class recitations have, at best, the great disadvantage, that either but few out of a large number can perform at all, or that each one who performs shall be under examination for so brief a space of time as nearly to defeat every useful object, and to render the exercise little better than an idle form.

Another serious vice of the system, is its pernicious influence on the teacher. To whatever degree it may be coercive to the student, it is not in the least so to him. It stimulates him to no self-improvement, and awakens in him no ambition for higher attainments, on the one hand; and it affords him no adequate field for the display of genius, or for the turning of accumulated knowledge to use, on the other. Instead of this, the opportunity which it offers him of sinking, without observation, into a mere cipher, is a real, a perpetual, and a most insidious temptation to sloth. The difficulty of employing, in the recitation room, the expository mode of instruction, without overreaching too far upon the exercise proper to the hour, is enough, in itself, to repress in the teacher the teaching spirit, and to cause him constantly to tend to the level of the mere *répétiteur*. How dangerously is this tendency increased, by the fact that its downward direction coincides precisely with that in which the native love of ease is perpetually dragging all mankind! For this great evil, there is but one antagonistic influence, which can be of any avail: it is that of a living, fervent, zeal in his work, existing in the instructor himself; a zeal, not in the work of conducting recitations, as the remark might seem to imply, but which would be ridiculous—a zeal, rather, in the higher and nobler work of training immortal minds to vigor, and capacitating them for usefulness. The college officer, therefore, of the present day, whose interest in his profession is bounded by the fact, certainly uninspiring, however important to himself, that it secures to him the means of living, is in imminent danger of lapsing into a mere automaton.

The advantages of oral teaching are thus set forth :—

According to the plan, if the teacher possesses any knowledge on the subject of study, which is not contained in the books of the course, or not easily accessible to the student, or if the sources from which such knowledge may be obtained are above the present level of the student's capacity, this knowledge will be brought out and made available. And if he possesses any power of clear analysis, or of luminous illustration; if he possesses, as he ought, in order to occupy fitly a position of this high responsibility, that mastery over his theme which belongs to the man who has ceased to think of the truth which he teaches as of a something found in books, and of which all that he knows is knowledge gathered at second-hand; but who has independently interrogated the sources of information himself, and stands in immediate contact with nature and with thought, feeling no need of an interpreter—if this is his own intellectual character, this the

degree of his intellectual cultivation, and this the comprehensive scope of his acquired resources—then his teachings will carry with them, to the minds of his hearers, a fullness of satisfaction, and fasten themselves there with a permanency of impression, such as no amount of perusal of mere lifeless text-books, written down to the level of their immediate attainments, no matter how earnestly attentive, or how conscientiously faithful the perusal may be, can ever produce.

Not that from such a system of instruction books are to be discarded. By no means. Not only will the necessity of books continue to be as absolutely imperative, as under any system whatever of recitation from a text; but the multiplication of books will be an inevitable consequence. For, while the instructor will aim to expound all that relates to theory or doctrine, he will not embarrass his class-room with the lumber of innumerable applications, which, however useful they may be, are the proper labor of the student himself, in his solitary study; neither, in regard to simple matters of plain fact, of which a multitude are strewn along the path of every walk in science, will he consider it expedient to occupy time in stating, in minute detail, what can be found in every book, and what needs but to be read once to be understood. For their necessary enlightenment in matters such as these, he will refer his pupils to certain selected authors, of which he will designate the portions which require their attention, with as much regularity as if they were to be subjected to examination upon the same passages. But he will not always confine himself to one author, nor always give the same author preference; for his business is to teach a subject, and not a book; and books, therefore, are not his guides, but his helps. Nor will the student find it quite a practicable thing to disregard the recommendations thus made, or to neglect the perusal, or rather severe study, of the books designated; for he will shortly discover that this study is indispensable to his understanding and properly profiting by the instructions of his own immediate teacher.

The two salient merits of the method of instruction here proposed, then, for the class of learners contemplated, are, first, that it both permits and compels the teacher to *be* a teacher, and neither constrains nor allows him to sink into inactivity, nor to content himself with presiding in empty state over an exercise to which he is conscious of contributing nothing valuable; and, secondly, that it makes *knowledge itself*, and not the substance of any *treatise* upon knowledge, not any *artificial form* into which knowledge has been thrown, the immediate subject of teaching.

To make the plan of oral teaching more effective, President Barnard proposes to introduce another feature, somewhat peculiar:—

This is to afford to the members of the class, pursuing their studies in any school, the opportunity, after the instructor shall have completed the exposition of the topic of the day, to bring up for re-examination points which still remain to them obscure, or to ask further information in regard to matters which may not have been fully explained. This is, in fact, to inaugurate a species of recitation in which the student and teacher reverse the positions usual in this exercise. The student questions; the teacher replies. The student should even be permitted, if he pleases, in cases which admit of argument, to take issue with his instructor, and to present his reasons for his opinions. Discussion will be advantageous to both parties, and will keep more actively alive the interest felt by the class in the subject of study.

But the larger portion of the "*Letter*" is devoted to an elaborate effort to induce the trustees, by inaugurating the project of a post-graduate department, to take a first decided step in the direction of a higher development of the educational system of the state.

The character of every school, from the highest to the lowest, within our borders, is to be determined ultimately by the respectability or the inferiority of this. Though it is true that but a fraction of the people will receive their personal instruction within the university halls, yet all, without exception, will be partakers of the benefits of which the university is to be the fountain-head and the central source. If the institution does not immediately teach the entire people, it will

teach their teachers; or, what is equivalent to this, it will force every instructor, whom it does not itself instruct, to come up to the standard it prescribes, on penalty of being else driven from the educational field. * * *

But what *is* the university of to-day? What, but a training school for immature minds—impaired, indeed, in its usefulness for this purpose, by the very attempt to accomplish, along with it, other and entirely incompatible objects? If the people suppose that this is a place to make practical men, or learned men, or profoundly scientific men—if they suppose that it is within the reach of possibility for the university, under the existing system, to turn out accomplished engineers, or expert chemists, or proficient astronomers, or profound philosophers, or even finished scholars—we know very well that they are deceived. Not that this institution falls any further short of accomplishing these ends, or fails any more signally to meet this popular impression, than other American colleges; but that the power to do these things seems, by force of a general hallucination, to be attributed to colleges as a class, while, in point of fact, it does not actually exist in any one of the whole number. * * *

The existence of the want of institutions of a higher than merely collegiate grade, as a reality, is made evident by the earnest and urgent demand, spoken of earlier in this communication, which has been, for the last thirty or forty years, so extensively heard, for something or other which the existing educational system does not supply. This demand, so far as it has proceeded from scholars and men of science, has taken the specific form of a demand for universities called by that name; because scholars and men of science have been able to perceive distinctly, that the university was the precise thing needed to satisfy the want. But when it has come from the people—and from the people it has come very steadily, for at least a quarter of a century—it has been, not for the university by name, but for new schools of some vaguely-conceived description; for colleges to be broken up and destroyed in all that regards the province of their past usefulness, and built up anew upon some visionary plan, and according to some impracticable theory; for schools of science, as applied to the arts of construction, of agriculture, of manufactures, and every thing useful to mankind, but chiefly things useful according to that literal sense which confounds utility with increase of wealth; for schools, in short, which should do what the collegiate schools do not do, and what we know that it is not necessary or even proper that they should do—prepare men, so far as schools can prepare them, to take directly hold of the real business of life. No one is ignorant that this demand has existed for a period at least as long as asserted; that, at times, it has been vociferous and violent; or that, not content with insisting on the creation of new schools, to accomplish the ends desired, it has turned, occasionally, almost in a spirit of vindictive destructiveness, upon the old, because they did not accomplish those same ends.

These demands, the undersigned ventures to assert, are evidence of the want of higher universities. Not because they ask for the university; not because their authors, if the university were proposed to them as a remedy, would be likely to accept it; but because the present inconvenience, which is so sensibly felt, is one which the university would remove, though those who feel it do not perceive how. And why not? Because first, looking at universities, as they have been in past centuries, as the repositories of literary lore, as the resorts of scholars dealing with abstractions, as the burrowing-places of book-worms, eating out the hearts of the black-letter volumes of the sixteenth century, or of the manuscripts of the sixth, as the unchallenged domain of grammarians and lexicographers. of commentators upon Aristotle and Longinus, ingenious speculators upon the mysteries of the digamma, and indefatigable elaborators of ethical and logical niceties, they picture them, in their imaginations, even to this hour, as solemn and shadowy retreats, still smelling of the dust and mold of antiquity, where philology, linguistic philosophy, and the sublimer metaphysics brood, like the pensive owl in Gray's churchyard turret, with none to

"Molest their ancient solitary reign."

But this conception is entirely erroneous. The university, in the sense in which the name is now generally received, no matter what may have been its original acceptation, is *Universitas Scientiarum;* it is, in other words, an institution in which the highest learning of its day is taught in every walk of human knowledge.

When classic learning, philosophy, and logic, were subjects of the highest interest in human estimation, it is not surprising that the character of university teaching should have been principally determined by them. But, inasmuch as, at the present day, physical science has attained a position of actual dignity, immeasurably higher than it then enjoyed, and as its useful applications have become almost endlessly more numerous and varied, the university of to-day would fail to be what its name imports, if it did not assign a corresponding prominence to these subjects—subjects, be it observed, which happen to be the same for which the agitators we have been speaking of demand that a special provision of special schools shall be made. * * *

There is, however, a second class of agitators, who, while admitting the justice of the foregoing representation, are not disposed to accept the university as a remedy for the inconvenience they suffer, because, while it gives them all that they demand, it gives them at the same time much more—much for which they do not ask, and for which they do not care. They fear so great a project, as the creation of an institution, professing, and really preparing itself, to teach every thing embraced in the entire circle of human knowledge. They fear that, in attempting this, they shall attempt what is beyond their means; and that, by grasping too much, they shall loose every thing. It is believed that all this class of persons, if they rightfully interpret our views, will find that we are entirely in accordance with them, and they with us. For no such visionary scheme is entertained by any one connected with this institution, as that of creating here, in a day, a university, complete in all the many-faced aspects of a repository of universal truth, and a dispenser of universal knowledge. What is aimed at, what is recommended, is only, as already stated, to take a first step in the right direction—a step which shall, indeed, ultimately conduct to the fulfillment of the great idea, but which shall not be itself the fulfillment—a step which will mark only the beginning of a progress, in which, advancing only as the growing intelligence and increasing wants of the people of the state shall urge it, the University of Mississippi may, to the eyes of a future generation, at length present the lustrous spectacle which the comprehensive idea of a true university implies.

There is still another class, whose views on the subject under consideration can not be overlooked—a class possibly the most numerous of all those who concern themselves about it; or, if not the most numerous, at any rate, by far the most impracticable. Those are here indicated who deny the utility of high learning altogether. They are, of course, utilitarians in the technical sense of that word. Let any thing tend to promote the bodily comfort of the race—let it furnish man with food, or keep him warm, or put a barrier between him and the weather—and that is a useful thing. By consequence, therefore, science does, occasionally, in some of its practical results, command their partial consideration; but, for science or learning as a whole, a matter between which and the increase of wealth no connection in the relation of cause and effect is to their minds obvious, they have no respect whatever. To elevate the intellectual man in the scale of being, to enable him to form larger and juster views than his unaided senses or his individual, casual, and unsystematic observation has qualified him to conceive, of the power and wisdom and goodness of the great Architect of the universe, to introduce him to a world of enjoyments growing out of the exercise of the godlike intellect upon subjects of beauty, and sublimity, and deep-seated and with delightfully difficult effort laboriously unraveled truth—enjoyments such as doubtless occupy cherubic intelligences, in their rapt contemplation of the wonderful works of God—all this the mere utilitarian philosopher, ever like the man with the muckrake in Bunyan, looking downward, fails to comprehend and to appreciate; and all arguments addressed to him, founded upon the consideration, to which he is insensible, that knowledge is valuable for its own sake, are wholly thrown away.

* * * * * * * * * *

Is, then, scientific knowledge useful? Few objectors will take the broad ground of denying all utility to science; or of denying utility to all sciences. Few will hesitate to admit that every science furnishes some facts that are useful. Even the patient and diligent collector of bugs, and butterflies, and caterpillars, though looked down upon in a general way by the utilitarian with an amusingly sublime loftiness of contemptuous regard, if he but intimate a belief that he is upon the sure trace of a method of exterminating the insect scourges of the cotton-field, is

listened to with respectful, nay, with greedy ears, and is elevated at once to a position of comparative dignity. No scoffer at science, therefore, ever scoffs at the science, or at the facts of science, which he understands; understands, that is to say, not as simple, isolated facts, a thing which is generally easy—but understands in all their bearings, and relations, and far-reaching affiliations with other facts with which they have no obvious or visible connection—a thing which is often not easy at all. * * *

When Priestly, in 1774, turning the focus of his burning lens upon the substance known in the shops of the apothecaries under the name of red precipitate, detached bubbles of a gas identical with that which, in the atmosphere, supports life, who could presume that, in thus freeing one of the metals from its companion element, he had detected the composition of many of the most useful ores, and furnished a hint which was yet to reduce all metallurgic art, from the smelting of iron to the reduction of aluminium, under the dominion of chemical science, and to the severe rule of an intelligent and a productive economy? When, in the same year, Scheele, by operating on the acid of sea-salt, made first visible to human eyes that colored gas whose suffocating odor is now so well known to all the world, who could foresee the astonishing revolution which a discovery, then interesting only for its curious beauty, was destined to introduce into the manufacture of paper, of linen textures, and of a vast multitude of other objects, of daily and hourly use? Or what imagination could have been extravagant enough, or fantastic enough, in the exercise of its inventive power, to anticipate that a substance, for the moment not merely useless but seemingly noxious, would, in the nineteenth century, accomplish what, without it, no instrumentality known to science or art could have accomplished—find aliment for the rapacious maw of a letter-press, whose insatiable demands, already grown vast beyond all conception, grow yet with each succeeding year? When the chemists of the last century observed the discoloration and degradation which certain metallic salts undergo in the sunlight, who could possibly read, in a circumstance so apparently trivial, though occasionally troublesome, the intimation that the sun himself was about to place in the hands of Niepce, and Daguerre, and Talbot, a pencil, whose magical powers of delineation should cause the highest achievements of human pictorial art to seem poor and rude in the comparison? When Malus, in 1810, watching the glare of the sun's rays, reflected from the windows of the Luxembourg to his own, noticed for the first time the curious phenomena attendant on that peculiar condition of light which has since been known by the name of polarization, what prescience could have connected a fact so totally without any perceptible utility, with the manufacture of sugar in France; or have anticipated that an instrument, founded in principle on this very property, would, forty years later, effect an annual saving to the French people to the extent of hundreds of thousands of francs? When Œrsted, in 1819, observed the disturbance of the magnetic needle by the influence of a neighboring galvanic current, how wild and visionary would not that man have been pronounced to be, who should have professed to read, in an indication so slight, the grand truth that science had, that day, stretched out the scepter of her authority over a winged messenger, whose fleetness should make a laggard even of Oberon's familiar sprite, and render the velocity which could "put a girdle round the earth in forty minutes" tardy and unsatisfying?

Questions of this kind, suggested by the history of scientific progress, might be multiplied to fill a volume. Indeed, it has almost come to be a dogma in science, that there is no new truth whatever, no matter how wide a space may seem, in the hour of its discovery, to divide it from any connection with the material interests of man, which carries not within it the latent seeds of a utility, which further discovery, in the same field, will reveal and cause to germinate.

We would gladly follow President Barnard through his glowing argument, in behalf of higher learning but we must refer our readers to the "*Letter*" itself.

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