

a good system of Common Schools, free to all, before them, and urging the necessity of proper and efficient organization, will carry with it an influence, and give an impetus to the educational spirit and enterprise of the people that will hardly, if ever, be accomplished in any other way, short of years of hard labor and thankless toil.

But, efficient as this means may be, it cannot be fully accomplished under the present arrangement. The labor is too great for one man—even if his office business was done away with—and then the expense of traveling at ten cents per mile, with other incidental expenses would soon swallow up the salary.—When you look at the amount of Territory to be occupied, and but one man to go over it all, you will not be surprised that all have not been visited. One or two days spent in a county is not sufficient. Everything is new and unorganized. Each town should be visited, and as much time spent in a township as would be necessary for a county—when all things were in working trim. They need encouragement and advice. But instead of doing this I am obliged to devote the greater part of my time to office duties. Daily, I receive letters inquiring about the school law, the duties of Superintendents, School Boards, School Funds, &c., &c. Some county Superintendents will not do their duty—and complaint is made to me. Others do too much, and they are accused of foul dealing—and thus I am crowded with letters after letters, about personal difficulties in relation to district lines and school house sites, which never can be amicably settled until the county is filled up with inhabitants, and our school system is better understood. Opinions in reference to how the schools should be organized and conducted are as different as the States from whence the people came. Each man is partial to the school system in operation in the State of his nativity—and from this and similar causes we have very many strong prejudices to combat, and many stubborn impediments to contend with.

My usual manner of visiting counties is to call at every school, as I pass along, inquire of the teacher about his success in teaching, the working of the school system, attendance of pupils, interest manifested by parents and guardians, and concerning the interest of education in general. I always make some