

The Institution worked effectually in qualifying district school teachers.\*

### Conclusion

It was my design, when I began the examination of this subject, to furnish in close review the whole early education history of the State; but to arrange properly, and present the materials which have accumulated on my hands, would, to my own surprise, occupy too much of your time, on which I fear I have already trespassed. I have, therefore, confined myself to the main outlines of the formation period in our State history. Other particulars of this period deserve notice, such as the difference between the policy of France and Great Britain on the one hand, and that of our own Government on the other, in reference to encouraging education among the settlers of this Western country, by the liberal donations of lands in their charters and grants. The influence of our School Fund upon the inhabitants of the Territory, might be more fully discussed. The efficient labors of other noble and self-sacrificing teachers, whose power in moulding our character and our institutions, descends to us like the waters of a noiseless stream, could with profit be mentioned. But I forbear.

I have traced up to the organization of our State, the origin and progress of our schools among the French traders and pioneers; and at the American military posts established at their principal stations, among the hardy and stalwart miners in the Lead Region and among the industrious and intelligent settlers from the East—the bulk of our population. These three classes of people have each contributed, more or less, by forming prominent schools, or by introducing systems of pub-

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\*The Hon. W. C. Whitford, the writer of this paper, has been many years at the head of the Institution at Milton, both in its Academic and Collegiate character, and has rendered the public good service as an efficient and popular educator. He was born in West Edmeston, Otsego county, N. Y., May 5th, 1828, and fitted himself for College at Brookfield Academy and De Ruyter Institute, New York, and then taught one term at Milton Academy in the winter of 1850-'51, and two years as Principal of Shiloh Academy, N. J. Entering the senior class at Union College he graduated in 1853, and then spent three years at the Union Theological Seminary, New York City. Returning to Milton, in this State, in the spring of 1856, and after serving a pastorate of two years, he was placed at the head of the well-known literary Institution there in 1858, where he has labored with great success for ten years. His services in the Legislature have been particularly directed to the great interests of popular education.

This recognition is justly due to Mr. Whitford, who has labored so zealously to preserve the primitive educational history of Wisconsin. L. C. D.