

Conclusion

religious to appeal to the lower springs of human action. On the other hand he had no real sympathy with popular government. He would let people do as they wished, only so long as they wished to do what he believed to be right. He never could believe that he himself might be wrong. Even had he wished to do so, he never could have divested himself wholly of the character of priest and pedagogue. He was always either shouting from the pulpit or thumping the desk of the schoolmaster.

His environment after 1844 strengthened and developed his natural tendency to be autocratic. He worked like a giant. He created the Education Department, appointed his subordinates, was his own finance minister, established a Normal School and appointed its instructors, nominated members of a Council of Public Instruction who often did little more than formally register his decrees, organized a book and map depository and an educational museum, edited an educational journal in which he published his decrees, and prepared legislation for successive Legislatures having comparatively few members competent to criticize school administration. He administered one of the largest spending Departments of Government, and ruled somewhat rigorously a score of subordinates, and yet, for many years, was not subject to any check except the nominal one