So, I will, I hope, pardon the brevity with which I introduce myself to your notice, when I mention that I am not unacquainted with any person in this vicinity, to my knowledge, could favor me with an introduction.

I am a native of Scotland. My education was acquired at the grammar school and the college of Glasgow. I received in the primary course of studies of the University, and a portion of my own for the public service. I was one of the students of the University, and I may, I think, without too much respect, claim to have been one of the first who, after leaving the University, have returned to the same, and have continued in their studies, and have, I think, from that time, have been principally in the southern states, and have travelled occasionally to the North. The profession to which I have devoted myself, is that of teaching; and as I feel a pride of mind in every thing connected with education, I have used the freedom of introducing myself to you, now for the purpose of making a few statements, which I have been anxious to communicate to you, may be conducive to the prosperity of the country, in the state of Virginia, which I have so long been habituated to, and which I have so long been familiar with, and in the University, which I have so long been connected with.

On the other side of the Atlantic, in the commonwealth of Virginia, I have long been habituated to, and which I have so long been familiar with, and in the University, which I have so long been connected with.

On the other side of the Atlantic, do the candid say that they have, in fact, any system in use, which is so different as prejudices operate, that on both sides we can see, in favor of one, on the whole, excellent, and that certainly requires reformation.

That strikes me much as the prominent defect in education, as it exists in the country, is the state of the preparatory schools. There has not, it is true, been a total neglect in the management of instruction of this class, but, on the minds of most people altogether unfurnished with a conviction, that it is the preparatory schools, that we are to look for the defects, if it may be so called, of our education. But from one circumstance or other, we are still left, to see defects such as the following: 1st. Both the theory and the practice of instruction are different in the school, or academy, and in the college, for which the learner is preparing. 2d. All the branches of instruction are taught by one or two teachers, and are taught imperfectly. 3d. The pupil is sometimes removed from one academy or school, and placed at another, before his preparatory course is finished. Besides these, there are many disadvantages of the same kind, which have no doubt presented themselves to your own mind, in reflecting on this subject.

Students who have passed through this course, and miscellaneous set of instruction, come under the charge of a professor at college, in a condition which is in some respects as bad as total ignorance itself.
so that the professor would instead of doing this on to the high branches of science, spend much of his time in the hopeless task of endeavoring to induct error which has been planted deep by false reasoning. The want of enrolling attention remains not through the whole college course, and, in fact, through life.

Some of them will, if it is true, be remedied by a professor schools, formed for the exclusive purpose of being introductory to a particular college. But to secure all the common objects of preparatory instruction, men is required, there is some attention to the scholar of the kind. A professor teaching should not, it seems to me, be thrown under the general supervision of a president or head teacher, but should be arranged to do that all very important branch of instruction to a special teacher, who should lead his department on the plan, and under the control of the college's president of that department. This arrangement would receive the full effect from a regulation of the kind that no graduate should be admitted to the college or university, but such as had passed through the preparatory school. To live of this kind, all I am presented the [illegible] the vital principle of thorough education, etc., of a flourishing university. The case is now absolutely required. The professor of college began his take with the material the advantages of learning and approving every point, both with theory and practice, by which the pupil mind has advanced in the acquirement of literature and divinity, and the professor's own course of instruction this becomes the systematic and gradual finish of the structure which from its foundation upward has been planned by himself and executed under his eye. To arrange a preparatory school in the way which has been suggested, would have a powerful influence on the pupils of the grade: they would be brought, especially under the notice of the professor of college, circumstances which would not only be a great encouragement to faithful students, but could lead to improve early, that respect for those officers which will afterward become most helpful, most powerful, base of care and devotion. The teaching of the school would be equally with the pupils, be benefited by this arrangement suggested. They would be exempt from one of the most degrading discouragements of teaching — unappreciated effort, and would have their labors elevated and inculcated by the constant notice of the professors. The office of the university would drive equal advantage from such a plan, they would have it fully in the power to see that the thing of early initiation corresponded with the own development of the higher departments of science, and would commence the college course, with the important advantage of an acquaintance with the character and the talents of their students. Their schools thus be an action and reaction, through all the departments of the university, which would facilitate all the teaching, elevate its name, and perpetuate its usefulness. The effect of such an arrangement as I have mentioned would probably be as truly felt in the discipline of the university, if it is true that it is very desirable.
...vantage to college to be under necessity of admitting students who have been accustomed to serious forms of discipline, and some who have been accustomed to public schools; it is no less true, that a college possessing a preparatory school, arranged as I have ventured, would have the best possible security against disorder, in the circumstance of all its students having, for years been trained up under the superintendence of its own officers, and would secure its discipline by the affectionate respect for the professors, which, for the respect and the permanence of its influence, is a thousand times preferable to any array of laws, or to any rigor of discipline, which can ever be adopted.

Under these impressions of the importance of preparatory schools, I have long wished to obtain a situation in an institution of that kind, so that I might devote myself to those branches of education which have hitherto occupied me: these are Grammar, Composition, Discussion, Declaration, and extemporaneous Speaking. All the branches, in short, which ought to be included under Rhetoric and Oratory. Should the preparatory academy of the Virginia University be arranged on the plan of separate instruction, in the different departments of education, I should consider the situation of instructor in the branch I have mentioned, as an appointment which it would be my highest ambition to honor, by an industrious discharge of its duties. A salary computed to the decent support of myself and my family would be a sufficient compensation. To the regard to any qualifications for instructing in the spoken branch I would refer, to the Rev. Chancellor Dr. Goodrich, Professor of Rhetoric and Oratory, in the college here, or to the Board of Trustees of the Albemarle Academy (Savannah, Ga.) when I taught for the greater part of two years I having the charge of the School during the latter years. If such a situation as I have mentioned could be obtained at Charlottesville, I shall be happy to be honored with information, asFelch's otherwise informs for a change of my present situation, about the middle of next July.

With this letter I have forwarded a copy of a pamphlet on education. I will conclude the first opportunity of transmitting a copy of my Grammar of Composition, and, at the same time, an introductory Latin Grammar now in the press.

With the profoundest respect,

Sam. Sir,
Your obedient servant,

Wm. Russell.

The Hon. Thomas Jefferson
The Hon. B. Thomas Jefferson
Monticello
Virginia