A Lecture on Popular Education

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A Lecture on Popular Education

The subject that has called us together on this occasion, Fellow Citizens, is one of not ordinary interest and importance. However diversified may be our religious and political sentiments, on the subject of Education, its necessity, we entertain I presume substantially the same views. We all love our Country, desire her welfare and are willing to contribute our full share to perpetuate her civil, and literary and religious

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1 Mills’ reference to the 1840 Census suggests this address was likely composed in 1840s and no later than 1853, when the 1850 U.S. Census was published.
institutions. It requires no argu-
ment to convince us that the only
sure basis of national prosperity and
happiness, is intelligence and virtue.
These are the pillars on which rest
the fair fabric of our Republican
government. Whatever strengthens
these deserves the countenance, patron-
age and hearty co-operation of every pa-
triot. Knowledge must be diffuse
among the sovereign people and the
morality of the Bible must be faithfully
inculcated upon the rising generation
or we shall look in vain for rulers of ex-
panded, enlightened and liberal views and
for legislators of disinterested, patriotic
and virtuous principles. We cannot reason-
ably expect the prevalence of knowledge
and virtue without the employment of
appropriate means.
The means are to be found in a wise and
By popular education I mean the intellectual and moral training of the whole rising generation. In the term system of education, I include all the means employed from the district school to the college or University. This was the view taken by the framers of our state constitution, and is the only one that deserves the name.

Nature of the education.

Man is endowed with intellectual and moral powers, and in every plan for his education provision must be made to cultivate both the head and the heart. This, and this way will meet his necessities, and render him what he was intended by his Maker to be, happy in himself and a blessing to all with whom he is associated.

This is the kind of education that
man requires, and this is the kind we
must labor to promote, or we shall
fail to realize our hopes either in re-
spect to individual happiness, or
national prosperity.

The correctness of this view cannot
reasonably be questioned. The very
nature of his powers demands it.

Why was man endowed with such
noble powers and susceptibilities, capable
of such indefinite expansion and im-
provement, if they were not to be cultiv-
ated? The mind must be cultivated,
its capacities enlarged and its powers
developed, strengthened and disciplined,
or else it will languish in ignorance
and imbecility. This can be accomplished
by directing its energies to the investi-
gation of truth, the organizations of
science and the contemplation of the
productions of other minds. In this
way, its powers will be invigorated and enlarged, and the purpose of their bestowment will be answered. The moral powers also require skillful and early training. The child must be taught his duty to God, as well as man. He must be early made to understand his relations as a moral being and the obligations growing out of those relations. He must be trained to obedience and love, else the rebellious and selfish dispositions will gain the ascendancy, and prove his ruin. Intellectual and moral Education is nothing else than “developing and training the powers to efficient action and giving them a right direction.” The necessity of such an education is seen every day in the waste and perversion of intellect and the predominance of the baser passions, [the] prevalence of vice and immorality. Its necessity becomes the more strikingly manifest when it is remembered that if the mind is
not trained and disciplined, its powers lose
their vigor and languish in imbecility.

There is no neutrality in a moral, nor
inaction in an intellectual being.

If the child is not trained to subor-
dination, he will grow up in disobedience.

If he is not taught habits of industry, he
will acquire habits of indolence. If
he is not becoming virtuous, he is
growing vicious. If he is not trained
to cherish noble and generous sentiments,
he will grow up under the influence
of selfishness and meanness. He must
be taught to feel right and act right,
other wise he becomes little else than
an archangel ruined.

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The personal happiness of man de-
mands such a training. The possession

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2 In his description of a student without moral education, Mills quotes from John Milton’s *Paradise Lost*. In a description of Satan’s appearance Milton notes, “Their dread commander: he above the rest/In shape and gesture proudly eminent/Stood like a tower; his form had yet not lost/All her original brightness, nor appeared/Less than archangel ruined, and the excess/Of glory obscured.” *Paradise Lost* ed. Maurice Kelley (New York: Walter J. Black, Inc., 1943), 1.589-594.
of these powers was intended to contribute to his personal happiness.

They can do so only by being employed in accordance with the design of his existence. Intellectual enjoyment must always be connected with intellectual effort, or consequent upon it. How can a person unable to read delight in the beauties of poetry, or estimate the value of any library production? How can the man, whose intellectual and moral vision is perverted, relish the beauty and loveliness of the mortal and moral world?

Would you secure the happiness of your children, secure to bestow upon them that intellectual and moral culture, which will prepare them to become intelligent and virtuous citizens, that will prove an ornament in prosperity, a solace in adversity and “preparation for the happiness of heaven.”
Without a suitable education man will not discharge a right the varied and delightful duties connected with his social relations. How much the happiness of life is marred by churlishness, obstinacy, and selfishness in its thousand forms. How have they embittered the relations of brother and sister, schoolmate and associate, neighbor and friend, companion and citizens. All this unhappiness has been occasioned by a want of that amenity and kindness, which flows from correct intellectual and moral training. As social beings we should be educated, both to impart and derive enjoyment from every relation in social life. It is this lively sensibility to the happiness of others and consequent desire to promote it, that gives life.

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and zest to social intercourse. What would society do without it, imperfect as it is? What would social intercourse become, if regulated by the pure and heavenly principle of mutual benevolence and love? Man untaught will remain ignorant to a great degree of the responsibilities that rest upon him as a moral being. He will not feel his obligations to God as his moral governor, or be disposed to render obedience to any of his commands. This is seen in a thousand ways and in all the duties and relations of life. Why this alarming prevalence of parents neglect to train up children to obedience to parental authority, in the law of knowledge and the fear of the
Lord which is the beginning of wisdom?\textsuperscript{4}

Why this increase of filial\textsuperscript{5} disobedience, this prevalence of idleness, dissipation and dishonesty in their country?

There is a fearful responsibility resting some where. Much of the largest share of this catalogue of evils, is referable to parental unfaithfulness.

Our characters are formed under the parental roofs, and, tho’ they may be modified \textsuperscript{^in some degree^} by subsequent influence and circumstances, yet they retain the leading trails thro’ all life.

Who appreciates the value of time and the importance of improving it, the individual, who has been trained to industrious habits both of thoughts [and] actions and taught that time improved becomes

\textsuperscript{4} Mills apparently incorporates language from three scriptures. The first, Proverbs 22:6 (King James Version) notes, “Train up a child in the way he should go: and when he is old, he will not depart from it.” Two similar verses, also from Proverbs, seem to reflect the second half of Mills statement. Proverbs 1:7 (KJV) notes, “The fear of the Lord is the beginning of knowledge: but fools despise wisdom and instruction.” Proverbs 9:10 (KJV) states, “The fear of the Lord is the beginning of wisdom: and the knowledge of the holy is understanding.”

\textsuperscript{5} Filial describes duty from child to parent. Oxford English Dictionary, 2nd ed., s.v. “filial.”
wealth and knowledge, or the individual

who has been left to the unrestrained

influence of native indolence and vicious

associates? From what class of citizens

^originates^ does that rapidly increasing number

of idlers which throng our taverns and

groceries and other haunts of vice? Do they

spring from those families where

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industry, economy, and subordination to

parental authority diffuse their peaceful

blessings, where knowledge is prized, and

sought, and virtue cultivated? No, they

are the offspring of those families

where indolence reigns, knowledge is

despised and obedience to parental ^authority^ unknown. Dissipation and dishonesty follow

hard upon the heels of idleness, and in

this way thousands ^in our land^ are training up

for ruin, the sorrow and grief of their ^parents^ and the pest of the community.

Without proper intellectual and moral
training ourselves, we shall not as parents, discharge our duty to our children and give them that domestic education, which they claim at our hands, and which will fit them fully to meet and faithfully discharge their obligations as a part of that body in which the sovereignty of this nation is vested. Nor will our children become either blessings to us, nor ornaments to society with

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that education which shall train them to diligence, obedience and love.

Our political responsibilities require that we should be an educated people. Here is perfect political equality. I rejoice that is so, God grant that we may never forfeit our blessings by abusing them. It is no unimportant question, how shall we be prepared fully to appreciate the value of our liberties, and rightly to
understand the real interest of our
country? I have no fears that we
shall knowingly go wrong in the
managements of ^our^ government. The
danger is from another source. It is
a want of knowledge and reflection. The
man that does not read and reflect, or
that cannot read and is indebted to others
for knowledge, must necessarily be
in great danger of being misled and
deceived by designing and aspiring dem-
agogues. The genius of our government
is such that the complexion of the
rulers is a correct portrait of the people
true in all its features and expressions
of character both intellectual and moral.
He is the common measure of the
knowledge or ignorance, virtue or vice,
liberality or selfishness of his constitu
ts. As the pulse indicates the exis-
tence and operation of disease ^in the human system^, so the
character and conduct of the rulers, is a

correct standard by which to [ascertain] the true

state of popular knowledge and virtue.

As water tho’ carried over hills and dales
does not rise higher than the fountain
so we cannot reasonably expect any
higher degree of knowledge, any purer
patriotism, any more exemplary lives
and conduct on the part of our rulers
[than that] which prevail throughout and
characterizes the great mass of the com-
munity. The people are the source

from which all power originates and to which
it ultimately returns. It has been
remarked by a shrewd observer of
mankind, give me the laws of a
of this is true of any people, it is of
most emphatically true of us.

The reckless prodigality of the legis-
lator and the shameless exhibition of
ignorance and selfishness in his legis-
lation, is nothing else than an hon-
est, tho’ undesigned, exhibition of
the general character of those whom
he represents. However mortifying and
humiliating may be the thought,
it is none the less true. Common
sense and sound philosophy forbid
any other conclusion.

Fan does not answer to fan in
water more truly than \(^{\text{ruler to^}}\) people in
such a government as ours. It is well \(^{\text{for us^}}\)
to understand this matter thorough-
ly, that we lay the blame where it

belongs and apply the proper remedy and
in the proper place. It is customary
to cast all the blame of unwise legis-
lation, or maladministration upon
the public agents, and heap censure upon
the hand that wields it. This is both
unwise and unjust. Unwise, because it is vain to attempt to purify the streams while the fountain remains impure. Unjust, because the representation may justly be considered the intellectual, moral and political index of his constituents, and that his sentiments and principles and sentiment are only a reflection of the sentiments and principles of those whom he represents. Public virtue, intelligence, integrity and liberality must rest upon corresponding traits in individual character.

There is no other basis on which it can rest. Whatever strengthens, or weakens the latter, exerts a corresponding influence upon the former. Whenever legislation becomes characterized by selfishness, a disregard to the general good and a want of enlightened and liberal views.
Whenever the public welfare is sacrificed to private, or sectional interests and legislators seek political capital more than the public good, then we may conclude with unerring certainty, that as a community we are degenerating, and that virtue and knowledge are in the minority. The violation of public faith will never precede individual dishonesty. Public obligations will never be dishonored while private contracts remain inviolable. Public morals will not deteriorate till the foundations of private virtue are sapped.

Eternal vigilance is the price of our liberties. He that is not willing to pay it, may soon expect, like the indolently pampered heir of a princely fortune, to be deprived of the rich inheritance. We must be vigilant and active, alive to our true interests and real danger.
would we secure the one and avoid the
other. These remarks have been made
with no reference to political parties.
They refer to general principles, which
it becomes us all faithfully to ponder
and thoroughly to understand. A partisan
spirit has nothing to do in the great
and noble enterprise of increasing the
intellectual and moral capital of our
country. Would that there was less
of a partisan and more of a patriotic
spirit, a spirit that would estimate
the value of public measure by their
intrinsic worth and not by their party
complexion. But they have been
made to direct our attentions to the

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true and only source of which
we may apprehend any danger
to our political Ark, and impressed
our minds the more deeply with

6 Mills reference “Ark” may allude to a boat, similar to Noah’s ark, that offers a “place of refuge.”
the necessity of employing the
appropriate means to avert that danger.

That we must be an intelligent
and moral people, cannot be too
deeply impressed upon the public
mind. It must be felt and be followed
by appropriate action, as our days
as a happy and prosperous nation, are
numbered. Popular education
is justly regarded as the surest bul-
wark against anarchy and misrule.
The moral man must be cultivated
and his powers rightly directed, as it will
be vain and worse than vain to stave
the intellect with knowledge. Every
system of education is defective
in proportion as it fails to devel-
op discipline and strengthen the
moral faculties in connection with

The prevalence of ignorance and the
destitution of the necessary means of
instruction for the rising generation
throughout this Union is truly alarm-
ing. Few, if any, are fully aware
of its extent, and all would be ^almost^ disposed
to question the truth of the state-
ment that there are in these United
States 547,693 white persons over 20
years of age who cannot [read] and write.
More than half a million of free
men, yes, more than one twelfth
of the citizens of this Republic over
20 years of age, who cannot read
the word of God, or their names.
Tell it not in Gath,\(^7\) publish it not
in the streets of Avalon,\(^8\) lest the
nations of the earth reproach us for our
ignorance. These are stubborn facts brought
to light by the census of 1840, which
cannot be gain said or denied. Are

\(^7\) Gath is an unidentified Philistine city mentioned in the Bible as the birthplace of Goliath and a place of sanctuary for David. *Columbia Encyclopedia*, 6th ed., s.v. “Gath.”

\(^8\) Avalon is the island where King Arthur was taken when mortally wounded. *Columbia Encyclopedia*, 6th ed., s.v. “Avalon.”
not these enough to rouse us from

our fancied security and dissipate our
dreams of intelligence and virtue? Is
not this enough to amount for the
prevalence of lawlessness and violence,
of villainy and vice, of wretchedness and
ruin, that have stalked thro’ the
length and breadth of our fair Republic?
Can anyone wonder at the corruption of public morals, and the violation of public and private confidence?
Is it not high time that measures, rigorous measures, were taken to remedy the evil and prevent its increase and perpetuity? The whole number of children between 5 and 20 in the U.S. is 5,265,270, and the whole number of students in our colleges, academies, and primary and other schools, is only 2,476,700, which subtracted from the former number will leave 2,768,370 without instruction,
more than half of all the children
in the Union between 5 and 20 years of
age. Then we see, that while we

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have been digging canals and constructing
railroads, and traversing the surface of
the land in every direction with these
internal improvements,\(^9\) ignorance and
vice have stolen a march upon [the] world
of intellect and morals. The last census
discloses the alarming fact that while
we are increasing in numbers, we are
decreasing in intelligence and virtue, or in
other words, the means of intellectual and
moral culture do not keep pace with
our rapidly increase of population.
The duty of providing the means of
educating the rising generation devolves
upon the states in their individual
capacity. Some have already embarked

in the enterprise with commendable zeal, and have put into operation a wise and efficient system of popular education which is producing the happiest results.

Let it never be forgotten that legislation never precedes public sentiment on any subject, it is only the echo of it.

Is any one disposed to censure our legislature for want of interest on the subject of popular education?¹⁰ Let him ask, why should the legislators take a lively interest in a subject, on which there is such an apathy among the people? All that legislation can do for this cause is to establish a system, and paint out the way things shall be done and the public moneys shall be expended and then appoint someone to

¹⁰ Following the 1851 rewriting of the Indiana Constitution, legislation pertaining to education continued to be enacted during subsequent legislative sessions. For more detail on these enactments, see Chapter One.
superintend the operation of the  
Our system on the statute  
book is better than it is in opera-
Thou’ it may be a little complex  
in its details, it contains the elements  
of success, if carried out with ^the^ energy  
and spirit with which common schools  
were first established in the old  
Bay State in 1647, 27 years after the land-

Mortifying as may be the fact  
that one twelfth of the white citizens  
of this Union over 20 years of age, are  
unable to read and write, and that not  
half of the children between 5 and 20  
years of age, are receiving instruction

11 Article 8 of the 1851 Indiana constitution established the common school system, the common school  

12 For more on the Indiana system of education in actual practice in the years following 1851, see  

13 Massachusetts Bay Colony government and general court created a law in 1647 requiring compulsory  
education in the form of the town school system. This provision served as a model for public education in the  
in any school, academy, or college: there are still more humiliating facts in relation to some of the States. There are other states in a worse condition than our own, but ours surely is bad enough. According to the last census there are in Indiana 265,506 white persons over 20 years of age, of whom 38,086 are unable to read and write. This is one seventh of the whole number of those over 20 years of age. There are 274,208 children between 5 and 20 years of age. The whole number of students in our colleges, academies, county seminaries, common

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and other schools is only 54,514 which is less than one fifth of those who ought to be in a course of education.

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14 Mills also mentions that an estimated one-seventh of all Hoosiers are illiterate in his addresses to the legislature. The 1850 U.S. Census revealed that closer to one-fifth of all adult Hoosiers were illiterate. Charles W. Moores, *Caleb Mills and the Indiana School System* (Indianapolis: Wood-Weaver Printing Company, 1905), 583.
Who is prepared to hear such astounding
facts as these. I confess I was not,
nor did I dream of such a state of
things before making the investigation one seventh of our popula-
tion over 20 years of age unable to
read and write and four fifths of those
between 5 and 20 enjoy no means of education. Is it not time for
us, Fellow Citizens, to awake to the
actual state of things in our midst?
These flood gates of ignorance
must be closed, new fountains
of knowledge opened and old ones ren-
dered more refreshing. Let us know
the worst and prepare for it, was a
noble sentiment, as applicable to the
present time and subject as it was to
the one of which it was spoken.¹⁵
Let no one fold his hands and say that
nothing can be done. Let us meet

¹⁵ Biographer William Wirt Henry, assembling accounts from the 1775 Continental Congress, attributes to Patrick Henry the following quotation about fellow Continental Congress member Thomas Nelson, “were we disposed to be of the number of those, who having eyes, see not, and having ears, hear not, the things which so nearly concern their temporal salvation? For his part, whatever anguish of spirit it might cost, he was willing to know the whole truth; to know the worst, and to provide for it.” William Wirt Henry, *Patrick Henry: Life, Correspondence, and Speeches*, vol. 1 (New York: Burt Franklin, 1891, reprint 1969), 262.
the difficulty with the same spirit
of sacrifice and self denial with which
our Fathers met the foe. Is the salva-
tion of 17 millions less important
than the freedom of 2 millions?
Is not the foe we are called to encoun-
ter more insidious and dangerous to our
liberties and happiness, than the enemy
they met and conquered? Shall we
hug the delusive phantom of our in-
telligence and virtue till ignorance and vice
have bound us hand and foot? Let the
response from every American heart be
No! It is a question, Fellow Citizens,
of no trifling import, shall the 163,
327 children between 10 and 20 years of age
be furnished with the means of instruct-
tion, or shall they be neglected, and in the
next census, a large portion of be ad-
ded to the number of those over 20
years of age who cannot read and write?¹⁶

Shall they go forth into the world of

active life unfurnished with that

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knowledge which would render those

a blessing and an ornament to society and

bereft of that comfort and consolation

to be derived from the perusal

of the word of God?

That mass of ignorance already

in our midst will not vanish

like the mists of the morning before

the rising sun. That dark cloud will

gather and gather blackness while we

sle^look^ supinely on and cry peace to our

selves.¹⁷ We may pity those of our fellow

citizens on whose minds the light

of ^knowledge^ never shone, and sympathize with them in their deprivation of

those comforts and consolation, which

¹⁶ By the 1850 Census, this actually was the case—closer to one fifth of Hoosiers were illiterate. See note footnote 14.

¹⁷ A reference to Jeremiah 6:14 (KJV): “They have healed also the hurt of the daughter of my people slightly, saying, Peace; peace; when there is no peace.” Patrick Henry also references this verse in his 1775 speech before the Continental Congress, as compiled by William Wirt Henry, “Gentlemen may cry, peace, peace,--but there is no peace.” Henry, Patrick Henry, 266.
knowledge would have imparted to them,

yet let us not waste our sympathies in fruitless regrets.

If we would make the rising generation industrious, upright and intelligent citizens, we must furnish of training them. The expense of educating them will not equal the loss consequent upon neglect. Who would wish to live in a community where ignorance ruled and vice triumphed? What parent would be willing to raise a family in a society where he knew every contact from without would be moral pollution, and every influence beyond the family circle would be more deadly than the sirocco of the desert?¹⁸ Many a one has sacrificed his property to escape from such a community, and many a one

¹⁸ Sirocco is a southerly wind originating in North Africa and is characterized by its heat and dustiness. Oxford English Dictionary, 2nd ed., s.v. “Sirocco.”
has remained only to witness the
wreck of his fondest hopes. Many a
broken hearted mother has gone to
her grave with nothing to dispel the
gloomy forebodings that she was
leaving her fatherless ones to become
a prey of ignorance and vice. Shall
we do nothing to remedy this evil and
dry up these fountains of parental
grief? Would that the signs and tears

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that the destitution of primary
schools and other means of intellectual
and moral culture, have occasioned
throughout the length and breadth of
our state, were collected and uttered
in the hearing and shed in the sight
of this audience! We should feel,
Fellow Citizens, that this dismal
picture was no fancy sketch and
be disposed to say, and say with
emphasis too, the half was not
told us. If such be the disease that is preying upon the happiness and prosperity both present and prospective, of our youthful state, then let us know the remedy and apply it. As no expense is spared to secure health and soundness to the physical system, shall we be less liberal in providing the means for the cultivation of the intellectual and moral man? We have expended millions upon internal improvements, and the construction of these works has swelled the mass of ignorance in our midst and opened new sources of vice and pollution. We have incurred a larger debt, and our burdens are indeed heavy;\textsuperscript{19} but we can better pay the

\textsuperscript{19} The Indiana legislature approved the appropriation of ten million dollars for the 1836 Mammoth Internal Improvement Act, to be paid back with interest. A financial panic and subsequent depression in 1839 not only prevented the completion of the canal system, but also depleted the state of the resources necessary to back its debts to national and international creditors. In 1847, the state legislature agreed to repay half of its debt, which by that time was over eleven million dollars. Madison, \textit{Indiana Way}, 83–84.
interest on this larger sum, yes and the
principle too, than meet the expense
and loss growing out of ignorance and
crime induced by it, to say nothing
of the wreck of domestic hopes and happi-
ness that follow in its train.

It would be delightful to pause
and dwell upon the happy results flowing
from the successful operation of a
system of education which should
faithfully and fully cultivate the intellect-
ual and moral man. What sources of
intellectual enjoyment would it open?
What delightful employment would it
furnish for the leisure hours, which
every man has at his disposal. How
pure and heavenly the enjoyment [connected
with] converse with the mighty deities,
those who have blessed their race for
time and eternity. What domestic peace
and comfort would it secure. How many
happy hearts would it gladden. How

^much^ filial obedience and love would it

foster and strengthen. How would it re-

fine and improve social intercourse

and bless us in all relations of social

life. It would make relatives more

affectionate, friends more faithful,

neighbors more kind, associates more

agreeable and everybody better. It would

qualify the citizens to discharge

duties aright. It would make him

wise and virtuous, an enlightened elector

and a faithful ruler. It would train

him to make laws and obey them.

It would accomplish all this and

secure a thousand other blessings.

Shall we, Fellow Citizens,

have the unspeakable pleasure of

enjoying such blessings and transmitting

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them to posterity, the richest legacy

that earth can yield? Yes. We may,
if we are willing to put forth the requisite effort to secure them. Is it not a noble enterprise and worth of any sacrifice? What is wealth in comparison with virtue and knowledge? It is These are to the intellectual and moral man what health is to the physical man. If money and effort can secure such blessings, shall they not be freely bestowed? If influence and self denial can gain them shall they not ^be^ cheerfully given? Does any one ask, how can I do my duty in this matter?

It is important to the success of every enterprise that that there be unity of sentiment and harmony of action. It should be an established maxim with every one to keep his mind open to the convictions of duty, and never let prejudice usurp the throne of reason. Prejudice backed up by stubbornness
sometimes dignified by the name of independence, or consistency, has wrought more mischief and defeated more wise and judicious plans for the good of mankind than have ever been carried into effect. It has often reversed the decisions of conscience and reason, and has met an array of irrefragable arguments with an omnipotent, “I want.”

If the suggestions, that may be made in the course of this lecture commend themselves to reason as judicious and wise, to conscience as obligatory on every good citizen, let them not be nullified by this sovereign veto. Let them be duly weighted and fairly tested. Let us all begin at home in our own family in our own district. Example has ever been more efficacious than precept. Have we done all in our power
in the domestic circle to render its

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members useful and happy? Have we

trained our children to obedience

to parental authority, and thus given ^them^ the first lesson they will have occasion
to practice in political and social life?

What more unlovely sight than a stub-
born, self willed and self conceited youth
disobedient in the school, restive under
any restraint of any kind [however] necessary
to his happiness and welfare! Where
did he get that education, or rather
where was he thus cruelly neglected?
Many a promising youth ruined
by parental indulgence, will answer
that question, at home, at home!20
I hope there are no parents present in
whose bosom such a question and such
a reply, will awaken unwelcome

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20 James Madison notes that in frontier Indiana, moral and intellectual of education was most likely to occur in the home given the sometimes harsh conditions of the frontier environment. Madison, *Indiana Way*, 108.
association and bitter reminiscences of
parental unfaithfulness.

Have we taken that interest in
the cause of popular education in

all its departments as \textsuperscript{that} we \textsuperscript{ought}? Has that
district school had my countenance

and cooperation? Have I done all in

my power to secure a competent
teacher and to encourage him in his

arduous duties? Have I encouraged

the district school by my counsel

and pecuniary means, have I made

any sacrifice to lengthen the time

of the school by personal contribu-
tions and improve its character by

personal visitation and counsel?

These, and many other questions, that

might be asked, will disclose his \textsuperscript{duty}

and suggest to any one desirous to
do it, where he is to begin and

have to act.
There is a more intricate connection between parental faithfulness and subsequent success in life than most are aware of, and it will be readily admitted by those who have had parents that did this duty in training them to implicit obedience and taught them that they were not to live for themselves exclusively. There would be no trouble in the school, in the college, in the community, if everything had been kept right at home. The parent is the first teacher and gives a character to the pupil, which it is seldom that his subsequent instructors can essentially modify or change. As an instructor of youth I wish to have nothing to do in reclaiming one who has the first rudiments of obedience to learn. If parental authority kindness can-
not win, nor parental authority

any other human influence can control him?

In nothing did our Fathers exhibit their wisdom and forethought both

for the happiness of their posterity

the perpetuity of our civil and religious

institutions, than in their system

of popular education. They taught

to appreciate its values by the

efforts they made to secure to

them the means of obtaining it.

They are originators of the

plan of universal education and

have set us a noble example

of patriotism and self denial, in

the ordinance they passed in May

1647 that then should be in every
township containing fifty
households there should be a school
to teach all the children to read

This is the origin of that
system with but slight modifica-
tions has been adopted through-
out the Union. A noble monument
of our fathers’ wisdom and forethought!

Though it may not be necessary
for us to sustain our primary schools
by direct taxation as they did, in
consequence of the rich patrimony we
inherit, yet we should be prompt
and ready to render any assistance ne-
cessary to give them efficiency and effort.
The school district is a little
republic in which has been trained
both intellectually and politically many
an ornament of our country. In
the managements of its have been
developed and cultivated a republican

\[36\]

\(^{21}\) See footnote 13.
spirit, that has shone itself in arts of noble and generous daring, and in deeds of pure and lofty patriotism. In conducting its business there will often exist a great diversity of sentiment and there will often be an exhibition of stubbornness and stupidity, that will call for the exercise of all the patience of a Job and the meekness and forbearance of a massif. This is often frequently seen in relation to the site of a school house, the location and kind of chimney, the number and kind of windows, the arrangement of the seats, or the supply of fuel. Such things frequently often give occasion for an exhibition of as great a pertinacity of opinion, obstinacy of temper and a spirit dictation, as was ever dis-

---

22 The book of Job (KJV) describes the trials and sufferings of Job, a man whom God allowed Satan to torture in order to demonstrate Job’s loyalty to God. After Job had suffered emotional, financial, and physical loss without cursing God, the Lord restored Job to his former position and multiplied his wealth even more.

played on the floor of congress in
relation to the weightiest matters
of state. It is the very nursery of
ture genuine democracy, and is admir-
ably fitted to train us to mutual
forbearance and submission to the
will of the majority, and to develop
the genius and spirit of the republicanism.
It is to the proper management of
this little republic, this imperium
in imperito,\textsuperscript{24} that we must look
for the success of common schools.
We must begin at home, in
our own district, and manage its

\[38\]

affairs wisely and judiciously, if we
should secure the benefit of our
own, as of any other system of popu-
lar education. We must cultivate
enlarged and liberal views in respect

\textsuperscript{24}This is a reference to states’ rights. Imperium in Latin means government, dominion, or authority. Imperito in Latin means to exert authority over. \textit{Oxford Latin Dictionary} (1982), s.v. “imperium” and “imperito.”
to the object and design of common schools. We must shrink from no duty, be disheartened by no obstacle and come nobly up and meet any demand for pecuniary aid that the success of the school requires without asking any other question, than does the welfare of school demand it and will the good of all the children be promoted by it? I have no sympathy with that spirit that cannot merge self in the public good. The district school was designed for the equal benefit of all the children within its bounds without distinction. All arrangements should be made with reference to the convenience comfort and improvement of the pupils.

[39] If this is lost sight of in the conflict of opinion, and victory in relation to any favorite policy, is sought at the
expense of the general good, then fare-
well to the peace and prosperity of the
school. Many a one has proved a
perfect tyrant in this school district, and
furnished lamentable evidence of
what stubbornness and self conceit can
accomplish in the week of demolition.

The propensity of this little repub-
lic, as well as all others, depends
upon the intelligent views, harmoni-
ous action and liberality of its members.

These are the elements of prosperity
and success in every society, both so-
cial, civil and religious. Without this
nothing great and good can be accom-
plished, and with them every noble and
praise worthy enterprise will succeed.

The want of success in our common
school system is not owning so
much to any defect in the plan, as in
provisions into effect. The best system that has been devised would be a dead letter, if there was not spirit enough in the community to carry out its design. All that is absolutely necessary for the successful operation of our common schools, Fellow Citizens, has been done by the general and state governments. The former has granted every township a $36^{th}$ part of its area for education purposes. The state has adopted a system of popular education and given us the interest of one half of the surplus revenue to aid the enterprise. We are divided into school districts, a provision has been made for such division where the density of the population will admit, and each district has sole control of its own affairs.

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25 A reference to II Corinthians 3:6 (KJV): “Who also hath made us able ministers of the new testament; not of the letter, but of the spirit: for the letter killeth, but the spirit giveth life.”

26 The 1851 Indiana Constitution stipulates that the Common School Fund shall consist of the Congressional Township fund, the Surplus Revenue fund, the Saline fund, the Bank Tax fund, and the fund arising from the charter of the State Bank of Indiana, monies derived from the sale of county seminaries, fines derived from the state penal laws, money derived from forfeited estates, land given to the state, and property taxes on corporations. Indiana Constitution (1851), art. 8, sec. 2.
ment has acted the part of a prudent
and judicious parent. It has imported aid

[41]
and the principle of encouraging effort
and not superseding the necessity of it on
our part. It says, I have helped you,
now help yourselves. What more could
be desired? We have all the elements
of success within our reach, shall they
be used and we reap the blessed and hap-
py results, or shall they be neglected and
the disastrous consequence of our indo-

ence and apathy be experienced by our
children from generation to generation,

is the question we are now called upon
to answer? I have said that all the
elements of success are within our
reach and under our control. Can any
one doubt of success, if all will
do their duty as citizens and parents?

---

27 The phrase “generation to generation” appears frequently in scriptures including: Exodus 20:5; Exodus 17:16, Isaiah 34:17, Isaiah 51:8; Lamentations 5:19; Daniel 4:3 and 34, Joel 3:20, and Luke 1:50 (KJV).
We deserved not the blessing, if we have not the enterprise and patriotism to employ the means to secure it, aided as we have been by a generous and enlightened legislation. I trust you will not be recreant to your duty and interest.

Fellow Citizens, but will nobly come up to your duty on this subject. Merit, and we shall receive the blessing of posterity. Neglect our duty and its inspirations will rest upon our memory.

As citizens of these little republics these nurseries of true genuine democracy, let us bring to their management noble and generous sentiments, pure and lofty patriotism, then we shall be prepared to bear with each others imperfections, to receive light and instruction from every source. Then we can appreciate the difficulties that may exist in the minds of our fellow citizens, and
learn to treat each other with kindness and
candor. Let our towns and villages be
divided into districts, a thing that has as ^where this has not^ yet been done in but a very few instans ^already been done^.
Let there be awakened in every one
a noble and generous emulation to do
his duty to God and his country. Then
we shall see that a liberal provision

[43]
for the education of our children,
not only wise, but economical. How
many a parent has had to pay ten-
fold more to extricate his ignorant
and wayward son from difficulty
into which he has brought himself
for want of being trained to obedi-
ence and respect of the rights of others,
than it would have cast him to
have educated all his children.

In this matter many are penny
wise and pound foolish. They will decorate the outer man and leave the intellect and heart a prey to ignorance and to those habits that lead to the penitentiary and the gallows. They justly deserve the dying reproaches of their unhappy offspring.

As citizens let us make liberal provision for the education of all the youth in the district without distinction. We are all interested in the intellectual and moral improvement of [those] with whom we and our children associate from day to day. We should be remunerated an hundred fold for all it might cost us to train the children of the poor and widow, in the satisfaction of seeing them becoming good and useful citizens. They will soon be among the sovereigns, and we must

feel their influence for good or evil in more ways than one.

Shall we adopt the miserly policy of those, who say, I have educated my children and others may do the same, without counting the cost? Who can estimate loss to a neighborhood, or settlement arising from the petty depredations, the idle and vicious conduct^habits^ of a single family.

Who can tell how much the community will suffer in its moral pecuniary and political interests in consequence of that family being left to grow up in ignorance and vice?

Let us as citizens in our respective districts make liberal provision, adopt an enlightened policy and cherish a deep interest in cause of popular education.

The declaration of God’s word will be found to be as true and applicable in this matter as in any other.
“There is that scattereth and yet increase
and there is that with holdeth more than
is meet and it tendeth to poverty.”

Let us not despise, or disregard the lessons
of experience and the counsels of in
spirational wisdom.

When we have done our duty as
citizens, we shall be both prepared and
willing to consider the question
how can I aid the cause as a parent?

This is a subject on which much
might and ought to be said. The success
of a school depends in no small degree
upon the countenance and cooperation
of parents. We are creatures of imita-
tion and our opinions are not a little
influenced by the sentiments of
our parents. If parents are interested in the
schools, speak of it in terms of con-
sideration, cooperate with the teacher

[46]

29 A direct quotation of Proverbs 11:24 (KJV), “There is that scattereth, and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty.”
in all wise and judicious efforts to im-
prove its character and increase its influ-
ence, the children will prize its priv-
leges and be disposed to improve them.

This interest is most effectually man-
ifested by visiting the school, speak-
ing of its value and importance, urging
children to improve their time furn-
ishing them with the necessary school
books, securing uniformity in them,
guarding against unnecessary detection
promptly and in due season. Here let me
say in the name and behalf of teachers, that
there is nothing more discouraging to the ^teacher^
nothing more unfavorable to the im-
provement of the child than irregulari^ty^ ^in attendance^ and a want of punctuality. What indeed
could be more discouraging to the pupil
than to be detained from school ^every^ once in a few days. It retards his prog-
ress and is a serious obstacle to his im-
provement. It need not be done, if
proper care and forethought is exercised.

The teacher needs your sympathies and claims your cooperation. What more powerful incentive to induce him, to fidelity than your presence to witness his toils, your counsels to cheer his desponding feelings, and your cooperation to aid his efforts? On you also in your collective capacity, devolves the responsibility of selecting the instructor of your children. See that he is competent to the task of training their intellects, rousing directing their energies and cultivating their morals. It is not every one that has the intellectual attainments to teach, that possesses the moral qualification and the capacity of imparting knowledge. What would you think of a profane and an intemperate school master? Who would commit either the in-
tellect or the heart to such an individual to train and discipline? How

many have had committed to them interesting youth to teach and govern, who could not govern themselves, but would fly onto a passion or slightest provocation and act like a madman. What considerate parent would commit his child to the care of one, who had no fondness for children, took no delight in watching the developments of the youthful mind and had no order or system in the discharge of his important duties? Is such an one competent to the tasks of directing the efforts of our children, developing the intellectual and cultivating the moral powers? Who would commit materials even of the grossest character to an incompetent workman with the perfect knowledge that he would not obtain the article he wished unless
by mere accident? If you would not send your leather to an unskillful shoemaker, or your grain to a careless miller, why should you commit such precious materials as the minds and hearts of your children to be trained, to one utterly incompetent to the duty? It may be said competent teachers cannot be obtained. How can we expect skillful mechanics as long as we patronize and encourage unskillful ones? Let there be a demand for good ones and it will not be long before we shall have them. So ^The same is true^ of school masters. Let it be understood that our incompetent teacher cannot find employ and it will not be long before a suitable one can be obtained. Whenever there is a demand for a
good article, it will soon be found
in the market; but buy the poor or
inferior and say nothing about a better
and you may die in expectation of
a superior one. The impression
that is very prevalent that anyone
will answer for a teacher who

can read a newspaper and write an
article of agreement without miss-
pelling any of the words, shows in
what estimation the employment
of a schoolmaster is held. Elevate
the profession and connect with it the
appropriate compensation, and persons
will not be wanting willing to enter
and labor in the profession for life.
Associate with the employment hon-
or and a competency, and you will not ^long^ be
compelled to lament a want of
suitable instructors. Employ only
competent teachers and the incompe-
tent will either quit the field, or qualify themselves for the business.

It may be well for us before we proceed any further, to inquire what light is shed upon our path by the experience of other states. How have they brought their common schools to their present improved state and what are they doing to elevate them still higher in the scale of usefulness. I shall refer to three states in which a different course has been pursued with different degrees of success. Massachusetts supports her schools by direct taxation levied and paid in the same manner as her other taxes. The amount raised in this way for 1839, was 477,221.24, the source from local funds was 15,270.89. The numbers contained here are in dollar amounts.
upon each individual. She has a Board
of Education and a secretary, who has
visited every township in the State.

Under his superintendence an
Abstract of the returns from all
the towns is published contain
ing the most interesting body of
facts, statistics and suggestions in
relation to common schools that
I have ever seen. This Board of Edu-
cation have the oversight and superin-
tendence of the publication of a
Common School Library to consist
of 100 vols 50 of 12\textsuperscript{th} and 50 [of] 18\textsuperscript{th}.

The works of practical character,
literary worth and mechanical ex-
cution have not been \textasciitilde{excelled to\textasciitilde{equal}} by \textasciitilde{the machinations of\textasciitilde{any association of men\textasciitilde{with whom}} production\
I have ever seen \textasciitilde{been acquainted\textasciitilde{. They}}
ought to be in every county library
in our state and school district in
our state if the means could be obtained
to procure them. Her common
schools are not surpassed by those
of any other state.

Connecticut has a large school
fund amounting to $2,028,531. The
income of which is $104,900. The
income of the surplus revenue which
is appropriated to common schools,
is $30,000 and the annual \(^\text{income}\) of local funds
is $6,000. The whole income from all
their funds is $146,900 which amounts
to 47 cents to each inhabitant.

A gentleman, who had been
a school visitor, says, “there is much
less interest manifested for the

[53]
advancement of education and pro-

perty of our common schools, by

school visitors, and parents, than there

was 20 years ago. “Teachers,” says the

same gentleman, “would exert them
selves more if their wages were to be drawn immediately from the pockets of their patrons; and parents would also take more interests in schools and do more to encourage their children and instructors, if they were to pay school-masters out of their own pockets.\textsuperscript{31}

This is the testimony of one that had been long an eyewitness of the practical operation of their system.

New York embraces in her system a wider range. A portion of her literary fund is appropriated to common school, another to academics and another to her colleges.

In the distribution of the annual income of the part appropriate to common [schools]

\textsuperscript{31} Source of quote cannot be identified.
and you should receive it, but not other-
wise. Thus the endeavours to com-
bine the two advantages of a
fund and direct taxation, knowing
that one should be on the one hand, that what
costs nothing, is worth nothing, and on
the other hand lightens the burden of taxa-
tion. This seems to be the true
course combining individual effort
with public aid. She has also
appropriated $100,000 annually forive years to aid every school dis-

tict in the State in procuring
a library. This is distributed upon
the same plan of helping those
that will help themselves. She gives
$10 to every district that will raise $10
more for that purpose. A gentleman

[55]
from one of the southern counties
says that it has the happiest effect
and there is no difficulty in raising
the amount requisite to secure
the beneficent aid of the state.

To academies she appropriates
annually another portion of her
fund according to the number
of classical students, that is, those
who have prosecuted the study of
the dead languages or the ^higher^ branches
of English studies. The number
of her academies is 132 and the sum
distributed to them is 40,000.

To her colleges she lends assistance
^as it^ is needed. When the citizens in any
portion of the state raise and secure
30,000 in building ^site^ apparatus or
the pledges herself (see sec 6 act relative
to the University [illegible] April 5, 1813) to aid.

She has no state college or university.

[56]

Let us gather from the operation of
these systems such hints as commend
themselves to our judgment as wise
and embody^incorporate^ their hints into our own system.

Let us ascertain, if possible, the moving

power of these systems, what gives

them the life and vitality they possess

and endeavor to perfect our own by the light of experience. Our own

system contemplates libraries and au-

thorizes the ^annual^ appropriation ^a part-any sum^ of the

school funds ^exceeding^ for the purpose of pur-

chasing a school library suitable

books, if the people of any district

make the appropriation ^raise by donation or a tax^.

We may have the same blessing

which others find so valuable, if

we are willing to make the requi-

site effort to obtain it.32

A common school library would

be found to be a very valuable and

important auxiliary to popular

[57]

32 The 1816 Indiana constitution first provided for the appropriation of some school funds for the establishment of county libraries. Mills also speaks of the importance of libraries in his fifth address as “One of the People” (1850), advocating libraries in each school district. By 1850, state-established and controlled libraries had been instituted in the states of Massachusetts, Connecticut, Rhode Island, New York, and Ohio. Richard Boone, A History of Education in Indiana (New York: D. Appleton and Company, 1892), 336–339.
education. It would tend to
cultivate a taste for reading, furnish
suitable employment for leisure
hours, guard inexperienced
youth from the danger of forming
vicious habits and becoming connected
with vicious associates. It would
diffuse useful knowledge thro’
all classes, both old and young.
It would supply amusements and
instruction to parents and children,
and give a fresh impulse to learn-
ing and import new zest to the
pursuits of knowledge. It would
lure the youthful mind on in its efforts
to ascend the hill of science
and render him conversant with those
who had preceded him and familiar
with their difficulties and their success.
Its influence would be happy and only
increasingly so from year to year.
I know something of the effects
of a library of well selected books
upon the youthful \textsuperscript{mind} in strengthening its thirst for knowledge and kindling those desires for higher attainments, which has carried it thro’ difficulties and over obstacles once deemed insurmountable.

We now come to consider

the next grade of literary insti-
tuitions, \text-superscript{in} academics and county seminaries. They are a most important auxiliary in the course of popular education. It was a happy thought in our legislators to make crime sub serve the course of knowledge, and thus bring good out of evil and make villainy contribute the means of correcting and checking itself.\textsuperscript{33} The establish-

\textsuperscript{33} Both the 1816 and 1851 constitutions provided for the funding of a school system by appropriating the monies collected from “fine[s] assessed for breaches of the penal laws of the State.” Indiana Constitution (1816), art. 9, sec. 2; Indiana Constitution (1851), art. 8, sec. 2.
a more equal distribution of the means of intellectual culture anticipates and prevents ^the^ injudicious location of academies and indeed supersedes in a great measure, if not altogether their necessity. It is important for the cause of learning that they be not crippled in their energies and usefulness by premature operation, and thus degenerate into mere common schools. I could wish there was one in every county in our state, under a competent Preceptor and in successful operation. They should not be put into operation till the fund amounts to at least $5000.

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34 Under the first constitution, county seminaries often functioned as common schools, educating students of all ages. Boone writes, “it was emphatically a mixed school of all grades, from the infant class . . . through the higher elementary and secondary forms, fitting for professional schools or classical studies in the State University.” Instead of becoming more specialized professional training schools, county seminaries tended to cease their operations as school districts established better common schools and high schools. Boone, History of Education, 48, 232.
Then the income of that fund together with the tuition would be sufficient to command the services of a competent Instructor.

With such a fund to begin its operations, it would certainly be a strong inducement to the people of the most eligible plan, to contribute the necessary funds for the erection of the necessary buildings. I believe the experience of the next twenty years will show the wisdom of such a course over the plan adopted in many counties. There are scarcely half a dozen county ^seminaries^ in the whole state that are anything more than the common school of the place. It was designed for the benefit of the county, and should not be erected till the wants of the county demand its erection.
What is the result of this premature effort? The funds are inadequate to employ a qualified instructor.

(^Incompetent teachers instructors are therefore employed.^)

The character of school suffers, so that many a man, who would otherwise send his son to the county seminary, is compelled to place him at some distant college. Thus his countenance and cooperation is lost to the course of home education, ^In this way^ the county seminaries languishes and fail to accomplish the high and noble purpose they were intended to answer and the additional labor is imposed on our colleges of preparing young men to commence a collegiate course.

^is imposed upon our colleges^. They ought ^also^ to perform a
very important part in the work

of furnishing teachers for our common schools, and under wise and judicious

management with competent

instructors then may accomplish

much the good of the rising generation.

Time will test the correctness, or incorrectness, of these views and I am willing to abide its decisions.

Let us in conclusion, inquire what connection have colleges with popular education. Many have the impression that they are aristocratic in their character and influence and the resorts of only the sons of the rich and affluent. To correct this erroneous impression I would say the two with which I have been connected, that of the former four fifths of the students were young men dependent in part, or entirely upon their own resources. That a larger share
of them were farmers and mechanics
sons; who had labored on their father’s
farms, or in the paternal workshop,
and were not ashamed to have it known
that they had and knew how to work.\textsuperscript{35}
Of the latter, Wabash College, I can say
that thus far that nine tenths of these
students are compelled to practice

[Mills attended Dartmouth College where he received a bachelor’s degree in 1828.]

\textsuperscript{35}
will only bring him into the vesti-

bule of her temple; or the man

who measures his consequence by the

clothes he wears, or the wealth

he possesses? True wisdom and real learn-
ing are always modest and unassuming.

It is the affectation of it that may

have given some occasion for the im-

pression. But it is an ill founded prejudice,

the offspring of ignorance and envy in

many cases, and the sooner our minds are

divested of this impression the better.

[64]

Does the community derive no benefit

from disciplined mind and cultivated in-
tellect pervading and mingling with it

in the thousand ways by which their

influence can be exerted? Do they

exert no conservative influence upon

the body politic? Would it be of no

advantage to our State had all

her professional men had enjoyed the
advantages of a liberal education? This question is not asked in disparagement of those who have not enjoyed such advantages. Many of our professional men, notwithstanding the disadvantages under which they have labored, have risen to eminence and distinction, for which they deserve great credit, but this does not prove that they would not have been profited by a thorough course of mental discipline, and risen to a still higher degree of usefulness and renown. If they have accomplished so much without this aid, what might they not have effected with such assistance? Such men are not the persons to decry learning and under value literary institutions. They will be found seeking for their sons the advantages such institutions afford, and ^they^ are ever ready to express their regret that they had not enjoyed
such aid. Would not our legislation
have been characterized with greater
wisdom and prudence, if those who have
made our laws had been men of
expanded views and cultivated minds?
Can we not all see that if our
lawyers and physicians and ministers, were
deeply versed in science, thoroughly
trained and disciplined and accustomed
to take enlarged and comprehensive
views of a subject, not only in their
own profession, but also in matter
of public interest, the whole com-
munity would be benefited and the
best interests of sanity promoted?
Could we estimate the evils, which
ignorant, unprincipled and improvi-

dsment legislation has inflicted on soci
ey, could we ascertain the
amount of physical suffering, and the
moral devastation and ruin, that has
been occasioned in every country
by ignorance elevated to places of power
and influence, we should be prepared
to appreciate the value of every effort
to enlighten ignorance, correct preju-
dice, soften the asperities of life and cul-
tivate the finer sensibilities of the
soul.

From what class of citizens \(^\text{let me ask}^\) originated
those lofty conceptions of government,
those splendid schemes of internal
improvement and noble plans of educa-
tion, which are the glory and deference of
a country? Who were the men that
matured and put in successful operation
the machinery of our government?
Who had the wisdom to devise a plan
by which the finances of our country at
the commencement of the Federal Govern-
ment, might be extricated from their
chaotic confusion and reduced to a system
to the operation of which we owe the
ultimate liquidation of our national
debt? Who had the foresight to plan
and execute such a work as the New
York canal, and the wisdom to devise
means to pay for it? Who applied
the power of steam to the propulsion
of boats and then brought distant cities
into convenient proximity? Who
invented the cotton gin, an invention, which has given existence to
millions of capital, and value to one
source of national wealth, which
would otherwise have remained un-productive? They were men trained
to deep, accurate and profound thought.

James Geddes (1763-1838) and Benjamin Wright (1770-1842), both engineers, are credited with the engineering and design of the Erie Canal. Peter L. Bernstein, *Wedding of the Waters* (New York: W.W. Norton and Company, 2005). Mills also mentions the New York and Erie Canal in “Knowledge is Power.” See footnote 89 of this chapter.


For a discussion of Eli Whitney and the cotton gin, see footnote 72 of this chapter.
analysis and ratiocination, which gave

clothed them with such intellectual

vigor and gave them such Herculean

strength? In our colleges and universities

almost without exception.

We owe more to our higher literary institutions

than most are aware of, or are willing to

admit. What they were in the
days of our fathers, they may be in these
times. What they did for them, they must
do for us, would we preserve and transmit
unimpaired our fair inheritance to
posterity. They have reared our most
distinguished statesmen and jurists of other
days, and it is to the same sources that
we must look for their successors.

Whence has the sacred desk derived
much of its power for good? Where man
trained those champions for the
truth, who have appeared both in our
own and our father land and left their
impress on our minds? Where have
its brightest ornament obtained their power
to sway the mind at will and mould
the inner man? Where did Wesley, 39 Whitfield, 40 Edwards, 41 Dwight, 42 Griffin, and a host of others
whose praise is in the churches, obtain
that intellectual furniture, which made
them such bright and shining lights
in their day?
Whence originates that refinement ^of taste^ that mental culture and those powers of discipline, which given the author thro’ the medium of the press, such ubiquity and power for good, that

39 John Wesley (1703-1791), an English Clergyman, was the founder of Methodism and the leader in the eighteenth century spiritual revival in England. *Dictionary of World Biography*, 1999 ed., s.v. “John Wesley.”


41 Jonathan Edwards (1705-1758), a New England area minister and missionary, was known for incorporating the philosophies of Locke and the science of Newton to describe man’s ideal relationship with God and also a leader in the 1740s Great Awakening in Colonial America. *Dictionary of World Biography*, 1999 ed., s.v. “Jonathan Edwards.”

would rejoice an angel to possess?

From our halls of literature and sciences

mistaken and shortsighted then must be

the views of those, who decry these

nurseries of science and virtue.

Can they do all this and have no

solitary influence upon the cause

of popular education? It is a very

common, but erroneous impression

that colleges have nothing to do

with common schools. What states,

let me ask, have the most

ample provision and adopted the

most enlightened policy in relation

to popular education, those which

had no colleges, or those which had?

Who have entertained the most enlarged

[70]

and liberal views upon the subject of com-

mon schools, and done the most to estab-

lish and improve them, those who have

enjoyed a collegiate education, or those
who decry such intuitions? Here
let history and experience furnish the
answer, and put to shame and everlasting
silence those who would foster and per-
petuate this popular prejudice.

Do common schools enlarge and be^come^ colleges, or do colleges give existence,
foster and improve common schools?

Many a young man has gone in his
college vacation to some retired village
or settlement, where the people have
never heard of a college and much less
have known what is, opened a
school, awakened an interest upon
the subject of education, that has led
to the improvement not only of that
school, but all in the township,
and induced some interesting youth to
seek an education who would have
otherwise have remained in ignorance
and obscurity. 43 He revisits the same dis-

43 While pursuing studies at Andover Theological Seminary, Mills took a brief leave of absence to work as a Sunday School teacher in Kentucky and Indiana.
strict the next generation, and by his labors
and intercourse among them, corrects their
erroneous notions, secures their confidence and leads them to see that
he is a firm friend of popular education. His sojourn of one or two quarters in such a place, is attended with the happiest results. He awakens a thirst for knowledge and points to the source from which it may be satisfied.

Some promising youth is induced to seek an education and in obtaining it becomes a teacher and goes into another settlement where a similar change is wrought with like happy results. Such is the history of hundreds of young men, and thousands have thus been led into the paths of science and risen to distinction and usefulness in subsequent life. I could name a college, which annually sends forth at least one
hundred teachers every long vacation

and that more than half of her students

have been gathered into from the com-

[72]

mon school in the way suggested.

Who are the warmest friends of and

most devoted supporters of education

in all its departments, those whose

desires never led them beyond the thresh-

hold of knowledge, or those, who have

entered her temple and bowed at her in-

most shrine? Common schools are

never found to flourish and improve

where there are no higher institutions

to stimulate and encourage effort.

They need the fostering care of colleges,

and those, who have enjoyed a liberal

education, just as infancy does the

care and aid of manhood.

How many a youth never thought

of obtaining an education beyond

what the common school afforded, until
a school master from some colleges
came into his fathers district, acquainted
him with the existence, nature and ad-
vantages of college, and directed his atten-
tion to the practicability and desirableness
[73]
of obtaining an education. He has
gone to college, and been followed in
subsequent years by many a one from
his native town or settlement, who
would otherwise have lived and died
in obscurity and his talents have been
lost to the world.  ^Judge Dennis and Holbert Barnes^44
How often does the sparkling
eye and the intelligent countenance
which meets us in many a log
cabin and retired settlement remind
us of the Poet’s
“Full many a gem of purest ray serene
the dark unfathomed caves of ocean bear;
Full many a flower if born to blush unseen

44 Cannot identify these individuals.
And waste it sweetness on the desert air.  

and lead us to enquire how shall

those mute inglorious Miltons

be awakened up; and those Pitts and Clays

and Websters and [illegible] be drawn from this ob-

scurity? Let our colleges send forth

their favored sons thro’ the length and

breadth of the land and it will be done

Tell me not there is no connection

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46 Mills includes a quotation from John Milton’s Paradise Lost earlier in this address. For a biographical sketch of John Milton, see footnote 63. The next stanza of Gray’s poem states, “Some village-Hampden, that with dauntless breast/The little Tyrant of his fields withstood;/Some mute inglorious Milton here may rest,/Some Cromwell guiltless of his country’s blood.” Ibid., lines 56–60, p. 39.

47 William Pitt (1759-1806), the youngest English prime minister, helped England through the Napoleonic Wars, reorganized Britain’s finances and taxation schedule, and attempted to reconcile relations between Britain and Ireland. Dictionary of World Biography, 1999 ed., s.v. “William Pitt.”

48 Henry Clay (1777-1852), who served as a United States senator and as secretary of state under the administration of John Quincy Adams, was instrumental in crafting the Compromise of 1850 which was credited with delaying the Civil War for another eleven years. Dictionary of World Biography, 1999 ed., s.v. “Henry Clay.”

49 Daniel Webster (1782-1852), a well-known American orator, lawyer, and like Mills, a Dartmouth graduate, served as a United States senator and the secretary of state under William Henry Harrison and John Tyler. Upon return to the Senate, Webster advocated for the annexation of Texas and supported Henry Clay’s compromise of 1850. Dictionary of World Biography, 1999 ed., s.v. “Daniel Webster.”
between colleges and common schools.

I know by experience and observation that there is an intimate connec-
tion and a deep sympathy between these primary and higher seminaries of learning. I have seen the opera-
tion of this influence and known district trustees send a hundred miles to obtain a college student to teach their school. I have known students go into the same district and teach for two or three successive winters with increasing success.

I had classmates in college, who did it. They College students have taught in my fathers native district, and I have been instructed by them when I lived and worked on my fathers farm. They were our best teachers and did much to improve the character of school teachers in
my native state. Many of our
most distinguished men in all of
the learned professions, have taught
district schools while members of college their memory is
cherished with a great deal of deep interest
in those districts where they labored taught.
No man can question the in-
timate connection between common
schools and colleges, and the happy influence
of the latter upon the former without
exposing his ignorance of the actual
state of things in those states where
colleges have been established and sustained
by individual effort. What they
have been to other states, they may,
and, if rightly conducted will, be to our
own state. I can speak for one
and testify that which known. Wa-
bash College has hitherto done
not a little in this good cause and I
trust will continue to do her
full share to improve our common schools, and furnish many a young man, who will in the course of his education be do much to awaken in others a desire for knowledge. More or less of our students have taught every long vacation, and during the eight years it has been in operation, fifty four have taught one or more quarters and have in almost every instance proved acceptable and useful teachers.

When, let me ask, are the teachers for several years to come, to be trained for this work, but in our colleges? Seminaries for the preparation of teachers on the Prussian system can never be established in this country until teaching becomes publicly recognized as a profession. I hope

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50 Wabash College was originally established as a manual labor college and teachers’ seminary. James Smart, *The Schools of Indiana Schools and the Men Who Have Worked in Them* (Cincinatti: Wilson, Hinkle, and Company, 1876), 144.
the day will come when the employment of teaching youth shall be viewed in its true light and the

instructor be regarded as one of the most important of the public servants and reward as such. Much has to be done ere that good day arrives. Till it dawns, our colleges have got to furnish a large share of our common school teachers, either directly or indirectly. Directly till our county seminaries assume their proper rank in the system of education. Their teachers also must be educated in our colleges and be well qualified for their stations, or these seminaries will fail to answer their design. I have endeavored, fellow citizens, to present to your minds a brief
sketch of the nature of the edu-
cation we need as a people, its
necessity, and the happy results of such

a system carried into effect. We
have also considered the character
of our common schools system and
shown how it might be made
productive of great good to the
rising generations. What duties devolved
on us as citizens and parents in relation
to common schools and how much
depends upon the people to order "them effective".

Indiana has not been deficient
in her duty as a State, and "She" now calls
upon [citizens] every man to do
his duty and the noble work of train-
ing the rising generation for God
and our country will be effected.

Will any one prove recreant to
his duty? Shirk in the hour of trial
and loosely turn and flee? No!
I trust, is the noble and patriotic reply upon every\textsuperscript{1} of every one of my audience. Let us do our duty cost what sacrifice it may. It is a noble cause and worthy of any effort it may demand to secure the object. Other enterprises may fail, prove unsuccessful and all trace of them be swept away but it will not be so with efforts to cultivate and improve the mind and heart. These will endure and last till time shall reason. Can you, fellow citizens, erect a more enduring monument of your patriotism, philanthropy and piety than by contribution to the establishment enlargement and perpetuity of institutions of learning. Can you more effectually live in the memory of future generations and do good through
others, than by furnishing the means for the intellectual and moral culture of the present and future generations? On what will the good man look with the most complacency when he stands upon the verge of the grave? Will it be the splendid fortune he leaves to his children, which will in all probability will prove their ruin in this world and the next; or will it be the hall of science he has erected and the institution endowed by his liberality, where piety and learning shall flourish and their perennial strains shall flow forth to fertilize and bless the intellectual and moral world? What more cheering prospect could possibly be presented to a benevolent patriotic and pious man, than that of living in the cultivated minds and puri-
fied hearts of others thro’ succeeding
generations down to the end of time?

[81]

opening his farm. The quality of land
around him on both sides of the
creek induced others to settle near him
In a short time the number of families increased sufficiently to require a school district to be organized. The day was appointed for the people to meet and elect a site for a school house and decide upon the kind of building they would erect. After some discussion it was finally agreed upon to locate it in a little grove a few rods from the public road near the center of the district. In relation to the house there was diversity of opinion. All agreed that it should be a log house as lumber was

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51 The original manuscript appears to be missing an entry here.
difficult to be obtained. Whether it should be of hewn logs or unhewn was a question a little more difficult to settle. Some said that

[82]
it was only a school house, and that it was of no use to be at any great expense, that a rough bough would answer every purpose. Elder Forethought said that it—the school house—would answer the purpose of a meeting house till they were able to erect a suitable church and that he was in favor of making it as neat in its external appearance as the character of the materials will admit. Col. Wise said that tho’ it was but a school house he wished it to be as attractive and pleasant as possible to the children, both in

52 Log buildings used as Hoosier schoolhouses began to diminish in the second half of the nineteenth century. There were an estimated 1,128 log buildings in Indiana in 1865 and only 192 by 1876. Emma Lou Thornbrough, *Indiana in the Civil War Era 1850-1880*, The History of Indiana, vol. 3, (Indianapolis: Indiana Historical Society, 1965), 476.
side and out, and that all the ^connected^ association
with this temple of science should
be pleasing and delightful. It would
have no unimportant bearing in
giving character to their intellectual
attainments. Should it be forbid-
ing in its aspect uncouth and uncom-fort-
able in its arrangements the children
would be very likely to connect
their dislike of the house with
the object for which they were sent
to it. It was determined to build
it of hewn logs with a shingle
roof, and stone chimney, and plank
floor. Capt Pinchpenny thought ^proposed^
to leave an opening on the back
side and the end opposite the
chimney by cutting out half
of two contiguous legs, for the
purpose lighting this hall of science?
It would answer the double purpose
of a window and ventilator, and could
be closed in the winter with
oiled paper, which would ad-
mit light enough for the boys
to see to read and make pot
hooks, and besides it would do just
as well to preach in since the
parson didn’t use notes. He back
up the suggestion with the remark

[84]
that it would be a great saving to the
district as glass was dear and the boys
would break it all out the first
quarter if ^they^ should put in glass
windows. Dea. Countcost replied
to him that it was easier ^to^ mend
windows than eyesight, and besides
it would take all the goose oil
in the settlement to varnish the
first set of paper lights. That the
boy, whose pot hooks had been
seriously injured in their construction ^for want of light^
would be strongly tempted to give
their successors a more respectable
appearance by lessening the opacity
of the goose oil medium by the
help of diverse rents and fissures. The
Cap. Pinchpenny’s motion was lost
and four glass windows were introduced
Much to the gratification and comfort
of the little urchins who were begin-
ing to ascend the hill of science.

[85]
The only subject, on which there
was any diversity of opinion, was
whether the seats should be backless.
Some thought every boy could sup-
port his own back, but Doctor
Considerate told them that it was
very dangerous to confine children
eight or nine hours daily to seats
without backs. To say nothing about
deep shoulders and crooked back, there
was danger of inducing diseases of
the spine and ^their^ carrying them to a premature grave. The Doctor’s counsel determined them to make this provision for the pupils comfort. The house was finished and the day appointed for the first school meeting for the election of district trustees. Mr Loveyouth, Esq. Goodsense and Doctor Considerate were chosen by the unanimous vote of the entire district. The vote was posed that the board and wood should not be paid from the public money, but that they would assemble on a given day and draw wood enough for the winter school and that the Master should board among the scholars. It was suggested that as they had only 25 dollars of public money they should raise 25 more

53 In this scenario, the board would be used for the school and the wood used as fuel firewood.
by tax or subscription and employ

a good teacher for three months.

Mr. Cheap said that they could get his
cousin Master Simple for eight
dollars a month and then the public
money would be sufficient for a three
months school. Esq. Lovework
replied to Mr. Cheap that he always
found cheap hands the least profit-
able on the farm and he did not
see why the same principle did
not apply to intellectual as well as
manual labor. Besides his boys had

[87]

worked well all summer and he

wished to get a first rate teacher

for them in the winter school.

Their time was just as valuable

and that with the instruction of a
good teacher they could make
double or thrible\textsuperscript{54} the advance-
ment in knowledge, that they could
under an incompetent teacher.
The cost of board, fuel and value of
time would be the same with
either master, while the difference
in the results between bad habits and
little progress and good habits and great
progress in knowledge, was four
fold the expense was only two
fold. He was entirely in favor of
a competent and well paid teacher
His opinion prevailed and the Trus-
tees employed Master Faithful.
The school began on the first
Monday of December. The child-

\textsuperscript{54} A dialectical variation of treble, meaning threefold or three times. \textit{Oxford English Dictionary}, 2nd ed., s.v. “thrible.”
half past eight o’clock. He enters
the school house with a smiling
countenance and find the scholars
all in their seats waiting his com-
munications. He expresses his grati-
fication at their promptness and pro-
ceeds to remind them of the object for
which they have come to school and
what is necessary on their part to secure
that object. He points out to them
their relations to God, ^to^ their parents and
one another, and the duties and obligations
connected with those relations.

He invokes God’s blessing upon
their connection with each other
as teacher and pupil upon their parents
and friends, and seeks wisdom from
above to direct and aid himself and

[89]

them. The duties of the first day
are closed with the reading of a
chapter in the Bible. The scholars
are dismissed pleased with their
new teacher. He proves to be
kind and affectionate in his dispo-
sition securing the love and respect
of his pupils and the esteems and con-
fidence of the parents. He studies
the dispositions of his scholars and varies
his instruction and treatment to
adopt them to their disposition and
habits of thought. He seeks to
cultivate the heart and improve
in his government, pleasant and
affable in his social intercourse.
He governs his pupils without the
show of government, and controls
them without their being sensible
of constraint. Their attainments
are under his instructions are thorough
and their progress rapid. The three months
glided swiftly past and his labors closed
to the entire satisfaction of all concerned. There were three things in
District No 9, that were worthy of imitation. They resolved at their first
school meeting that the parents
should all visit the school at
least once in the summer and winter
and that there should be uniformity
in the textbooks used in the schools
and the would appropriate a dollar
a piece to procure a library for the
district. The parents visiting the
school had a happy influence both
upon teacher and pupils stimulating
them to faithfulness, and also encouraging
them in their arduous duties and labors.
The children were roused to greater efforts and
led to cultivate industrious habits.
Uniformity of school books contrib-
uted not a little to render their
more rapid. The library was
found to be a very important
auxiliary in popular education.
It had a tendency to cultivate a
taste for reading, furnished suitable
employment for leisure hours, guard
inexperienced youth from the danger of forming vicious habits, and dif-
fused abroad useful knowledge thro’
all classes both old and young. It gave
a fresh impulse to learning and im-
parted a new zest to the pursuits of knowl-
edge. All may be what No 9 was,
by pursuing the same course of
patient, persevering and self denying effort.
What a contrast between what
districts might be and what they are.
The thousands of children in our
land growing up [in] ignorance
will never ^be^ properly educated till
^introduced^ in all our districts that was adopted in No 9.
Who can contemplate that massive 1 engine with its train of burden cars 2 as it approaches in all the majesty of its 3 power, the very personification of 4 might; who can see it sweep 5 with lightning speed across yon- 6 der prairies, dash through ^this^ yonder grove, 7 emerge from that deep rut, and run 8 along on the crest of that neighboring 9 embankment, dart with feline 10 lightness and agility across the yawning 11 abyss and climb the mountain, wind 12 through the [vale], ^rush^ dash by this state 13 like a telegraphic dispatch, or mark 14 up with solemn grandure to that 15 depot as though conscious of its 16 power and the value of its charge? Who 17 can witness such exhibitions of mechan- 18

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[Knowledge Is Power]\textsuperscript{55}

[Cover Page]\textsuperscript{56}

\textsuperscript{55} This address was most likely delivered between 1852 and 1854, after the implementation of the 1852 School Law, but prior to organization of the Indiana State Teachers Association, which was officially founded in December 1854.

\textsuperscript{56} The cover page of this address appears to have been attached after Mills composed text. Lacking pagination, this page is adhered to the first page of “Knowledge is Power.”
ical combination of inert matter  
clothed with Cyclopian might and not  
feel impressed with the conviction  
that there is no fiction in the phrase  
just uttered?[^1]

[^1]: Knowledge is power is an adage that has lost none of its significance. There is in those three words a condensation of thoughts of which even their author doubtless entertained but feeble conception. If he had never seen a power press, nor heard a steam whistle, nor received a telegraphic dispatch, he was illy prepared to appreciate the impact of that frequent phrase. It is a noble thought, and well worthy of being deeply pondered. It is true, emphatically true of mind, of morals and of matter. By its touch mind

[^57]: Cyclopes are described in Greek and Roman mythology as powerful, one-eyed giants. Works such as Lion Gate at Mycenae were attributed to the Cyclopes. Jennifer March, *Cassell’s Dictionary of Classic Mythology* (Great Britain: Cassell, 1998), 233.

[^58]: With the exception of the cover page and the first page, Mills numbered each of these pages himself.

[^59]: The phrase “Knowledge is Power” is credited to English philosopher and statesman Francis Bacon (1561-1626), in his work *Meditationes Sacrae*. In his *Aphormisms Concerning the Interpretation of Nature and the Kingdom of Man*, Bacon writes, “Human knowledge and human power meet in one; for where the cause is not known the effect cannot be produced.” Francis Bacon, *The Works of Francis Bacon*, James Spedding, ed., 15 vols., (New York: Garret Press, Inc., 1870).
is wakened to a consciousness of its mission, intellect is
roused to effort and directed to proper development. The
heart also responds in lively sympathy to its [Talismanic] tasks the
clear perception of the character and attributes of God and roused to intense emotion by a knowl-
edge of the divine law. Matter also, in the plastic hand of knowledge, becomes almost instinct
with life and seems the very embodiment of intelligence.
Was there no power in the agent that waked the slumbering mind of Newton,\textsuperscript{61} Milton\textsuperscript{62} and Laplace?\textsuperscript{63}
Did the great and glorious truths of Revelation exert

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\textsuperscript{60} Talisman may be used to describe a person or charm through which extraordinary results are achieved. Oxford English Dictionary, 2nd ed., s.v. “talisman.”


\textsuperscript{62} John Milton (1608-1674), English writer and poet, is best known for the epic poem, Paradise Lost (1667), which depicts the fall of man. Dictionary of World Biography, 1999 ed., s.v. “John Milton.”

\textsuperscript{63} Pierre Simon Laplace (1759-1827) was a French mathematician whose contributions advanced the theory of probability and dynamical astronomy. Dictionary of World Biography, 1999 ed., s.v. “Pierre Simon Laplace.”
no influence on Paul, Luther, Latimer and Martyn?

Did knowledge give no potency to those brilliant lights of the scientific world, whose inventions and discoveries have made steam the great motive power of commerce, lightning her messenger and light the limner of nature? Were Arkright, Herschel, Davy, Whitney

64 Saint Paul (d. circa 66) was a Christian missionary credited with the Biblical epistles to the Galatians, Romans, and Corinthians (two letters). Scholars are divided on whether Paul is also the author of Second Thessalonians, Ephesians, Colossians, and Philippians. McGraw-Hill Encyclopedia of World Biography, 1973 ed., s.v. “Saint Paul.”

65 Martin Luther (1483-1546) was a German religious leader during the sixteenth century Reformation, and is credited as the intellectual founder of Protestantism. Dictionary of World Biography, 1999 ed., s.v. “Martin Luther.”

66 Bishop Hugh Latimer (1492-1544) was an English Protestant Bishop and leader of the early English religious reformers who was martyred for arch-heresy. Dictionary of World Biography, 1999 ed., s.v. “Bishop Hugh Latimer.”


68 Sir Richard Arkwright (1732-1792) was an English inventor whose design for the spinning frame and other subsequent inventions allowed for the creation and production of completely cotton cloth. Dictionary of World Biography, 1999 ed., s.v. “Richard Arkwright.”

69 Sir William Herschel (1738-1832) was born in Hanover, Germany and is most famously credited with the discovery of the planet Uranus. Herschel also discovered the shape of the Milky Way and the motion of the sun in space. His only son, Sir John Herschel (1792-1891), resolved to continue his father’s research and is best known for his years spent in study of stars in the Southern Hemisphere from 1833-1838, which produced the first substantial work comparing the stars of the Southern and Northern Hemispheres. McGraw-Hill Encyclopedia of World Biography, 1973 ed., s.v. “Herschel.”

70 Sir Humphry Davy (1778-1829) was born in Penzance, Cornwall, England. A chemist and philosopher, Davy named the elements alkaline-earth and alkali metals, and proved that chlorine and iodine were also elements. McGraw-Hill Encyclopedia of World Biography, 1973 ed., s.v. “Davy.”

71 Eli Whitney (1765-1825) was the American inventor of the cotton gin in 1793. Dictionary of World Biography, 1999 ed., s.v. “Eli Whitney.”
La [Hire]\textsuperscript{72} sciolists\textsuperscript{73} in their departments? Was he under no obligation to knowledge, who gave to one third of the human race the word of God in their own language? Did he owe nothing to science who has almost converted the press into an apocalyptic angel to preach the everlasting Gospel?\textsuperscript{74} What shall we say of him, whose mechanical genius has given existence to an instrument by which we can trace the relative motions of the planets during all past and future time and ascertain each and every eclipse that has or will occur without the error of single day? Did such men as these and others of kindred spirit never bow at knowledge’s shrine, never drink at her deep chrystal fountains? It is in view of such progress in science, such advancement in the arts, such improvements

\textsuperscript{72} While it is difficult to read the first letter of this last name, it appears that Mills has referenced Phillipe de La Hire (1640-1718), a French astronomer, mathematician, and engineer. La Hire wrote \textit{Traité de Mechanique} (1695), the first book to employ the geometrical principles now called graphic statistics. La Hire also invented a mechanism which showed the configuration of past and future eclipses. Una McGovern, ed., \textit{Chambers Biographical Dictionary} (France: Chambers Harrap Publisher Ltd., 2002). \textit{Chambers Biographical Dictionary}, 2003 ed., s.v. “Phillipe de La Hire.”

\textsuperscript{73} A sciolist is an individual who superficially or lightly engages in the study of an intellectual subject. \textit{Oxford English Dictionary}, 2nd ed., s.v. “sciolist.”

\textsuperscript{74} The prophet John’s description of the earth’s final days, appearing in Revelation 14:6-7, includes an angel who preaches the “everlasting gospel” to the entire world. Revelation 14:6-7 (KJV) provides:

And I saw another angel fly in the midst of heaven, having the everlasting gospel to preach unto them that dwell on the earth, and to every nation, and kindred, and tongue, and people, Saying with a loud voice, Fear God, and give glory to him; for the hour of his judgment is come: and worship him that made heaven, and earth, and the sea, and the fountains of waters.
in industrial pursuits, such happy results in the
experiments of self government, such devices for
the diffusion of knowledge, such developments in
the moral, intellectual and physical amelioration
of the race, that we shall see the expansive power of a
single word. Its length and breadth, height and depth and am-
plitude are yet immeasured and justify the belief that
they are but in the insipient stages of their expansion.

(3)

With such results of knowledge past and present,
it requires no stretch of fancy, no prophetic kin, to
foresee for learning a noble mission, a glorious
destiny.

The shrewd and cautious capitalist, contempla-
ting an investment in a railroad track, scans
with great care and minuteness the estimated expense of
its structure, the character of the country through which
it passes, its mineral, agricultural and manufacturing
resources, developed and undeveloped, its commercial im-
portance, present and prospective, the length of the chain of

75 The rapid development of railroad networks in Indiana occurred between 1850 and 1855. By 1854,
there were over fourteen hundred miles of railroad track in the state. Victor M. Bogle, “Beginning the
Railroad Network,” in Ralph Gray, Indiana History: A Book of Readings (Bloomington: Indiana University
which, it is a link and the points united by this iron
band. All this is necessary to a proper appreciation
of the merits and demerits of the enterprise, and the results of
such an inquiry is the basis of all wise action in
such premises.

With like shrewdness and similar caution should
we proceed in the investigation of that subject,
which is the occasion of our present assembly. The
theme then selected for consideration and now pro-
posed to discuss is, American Education, its true
character and requisitions.

I say American, for if there is any nation
on earth, which should look well to its educational
interests, it is most emphatically our own. Its ap-
propriate function, is not to train subjects of some
petty kingdom, but sovereigns of a mighty realm.
That realm is the empire is the asylum of liberty, the asylum of

(4)

the oppressed and the refugee from civil and ecclesiastical
despotism. Its true character should be carefully
studied, its appropriate mission rightly understood
and its just requisitions cordially met. No one at all
familiar with the popular notions of this subject

and the corresponding action, has failed to observe much

that is crude, defective and often much that is funda-

mentally erroneous.

Some of these have their origin in ignorance of the

[real] ^true^ nature of education and its ^real^ constituent elements.

One will say, in reference to an ignoramus whom the

trustees have proposed to employ and whose chief recom-

mandation is the low estimate he places on the value

of his proffered services and whose main qualification for

the station, in estimation of some ^at least^, is owing to the fact

that his back never came in contact with the wall of

a [college], ^it might also be added^, nor his mind been wakened to the conscious-

ness of its own poverty, “he will do well enough

to teach my children.” Such a father has but feeble conception

of the dormant powers of his children, and the proper method

of their development. Did he but properly appreciate the

one, or understand the other, he would sooner dispatch

the would be pedagogue\(^{76}\) to feed his swine than teach

his children. Another decides between two rival can-

didates, whose respective prices are $15 and $30 per month, on

the ground of economy and concludes that the former

\(^{76}\) A pedagogue is a teacher or instructor. *Oxford English Dictionary*, 2nd ed., s.v. “pedagogue.”
will be a grand speculation, for under his administra-
tion will the school be twice the length it otherwise

(5) be and therefore he supinely\textsuperscript{77} concludes ^infers^ that he will get
twice the amount of instruction for the same money.

Such an individual must fancy that the mind
is like a ^huge^ sack and that the longer the pouring in pro-
cess is continued, the larger will be the contents
of this intellectual sack ^wonderful receptacle^ and therefore the more valuable
the education. It does not seem to occur to such a one
that there is any possibility that one charging $30.

per month cant fill these intellectual sacks in
less than half of the time and with better material and
thus save time for other purposes.

Another is an advocate for putting in the time,
and therefore the teacher must be on the ground with
the rising sun and see that luminar, sink below
the western horizon, before he dismisses his youth-
ful charges. Such a man must consider the child
like so many bags of corn sent to mill and the longer
the mill is in motion the larger the grists ground.

Another thinks that reading, writing and arithmetic are amply sufficient and that all else is superfluous.

It is obvious that the literary horizon of such has been very much circumscribed, and it is some what doubtful, whether he ever saw the sun of science and has not really ^mis-^ taken the morning twilight for the midday splendors of knowledge.

Another is still wiser and declares, that neither he nor his children can either read or write, yet challenges you ^anyone^ to cheat him or them in a bargain. Such a person’s ^irrational^ creed might ^very naturally^ consist of hogs and kinship and to raise them ^Such a one^ yet has forgotten that he sold his stock ^of pork or flour^ last year for a cent less per pound than his neighbor who takes and reads a newspaper.

Another bewails with patriotic sorrow the small amount of public funds for educational purposes. Such an individual is ignorant of the nature of the worm that lies at the root of his gourd. His mistake is a fundamental one, for he loses sight of the fact that it is not the amount of public fund, that secures good schools, but an intelligent appreciation of the value of them.
He forgets that the surest funds, requiring no loaning and re-loaning, liable to no diminution from causality or neglect, demanding no per cent for supervision, subject to no depreciation and always at command, are the pockets of the people. Let the people understand the true value of knowledge, let them have correct views of its nature and worth and you may draw on them at sight for any amount that may be necessary. The individual, who wakens up a community to the consciousness of the value of learning and to a thorough conviction of its necessity, does more for the real interests of education than the Legislature that adds all the swamp lands in creation to the school fund.  

For the simple reason that the former opens to us the pockets of an appreciating community and the latter send us to drain the swamps of ignorance and selfishness.

It is therefore no marvel where these and kindred errors prevail, competent teachers, commodious

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78 This is a reference to the Swamp Land Fund of which Caleb Mills was a vocal opponent. The fund was utilized by Indiana and other states in the former Northwest Territory, as well as Arkansas and Missouri, as a means to raise public funds. A state would drain its swamp lands, reclaim the land, and then rent or utilize the area in such a way as to make a profit. The profits from that land would then be accumulated in a public fund. In Indiana, education was the sole appropriate recipient of the fund.

During the 1850-1851 Constitutional Convention, the Educational Committee estimated that as much as $500,000 could be derived from this method of raising money. In actual practice, the swamp fund raised little money for public education in large part due to the high cost of draining the swamp lands in the first place. Boone, *History of Education*, 198–201.
buildings, appropriate apparatus, **ample** spacious grounds, and ornamental enclosures for educational edifices and ample funds are neither appreciated nor provided. Such people have no sound and correct view of the nature of the mental powers, nor of the proper method of their development and culture, no conception of those finer sensibilities and noble sympathies, which ally us to angelic nature. Among such, log school houses, cheap teachers and short schools and ignorant and vicious youth will continue to linger and their popularity will not decline as long as the region and shadow of such ignorance exist.

It is worthy of remark that many entertaining such notions relative to education, are shrewd enough in their perceptions of the advantages of a spacious barn, a commodious house, good fences, an improved plough and superior stock. They would not rely in harvest on men whose chief recommendation was that they charge only half a dollar a day for their services. They would very naturally suspect that such reapers might be dear even at that price. They would not be very much disposed to expose even their rail timber to the experiments of one who had never split a log, though he should propose
“work for nothing and find him self.”

Reference is not made to such ignorance, parsimony and folly for the purpose of exposure and ridicule but to illustrate the necessity of activity in disseminating more intelligent views on the subject of mental culture and the encouragement ^we have to put forth^ be such efforts. I say encourage-

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ment, for the man who appreciates the value of such improvements and adopts them, has commenced a course of progress that will sooner or later disclose to him his mistakes in matters of education. We can all see enough in our own experience to teach us a solitary lesson and repress all rising vanity. It would not be a very unnatural conclusion, nor a very strange dis-

covery for such a man, contemplating the comfort able shelter, abundant food and special care given to his stock, to enquire whether it might not also be equally wise and economical to make corresponding provision for the intellectual and moral culture of his children.

If the rapid growth, the improved condition and market value of his cattle, are increased by such ex-

penditures, might not also the exemtive power, the
business capacity and social improvement of his own offspring
be materially advanced by the adoption of a similar
policy in respect to their mental development?
If physical subsoiling both increases the crop, and im-
proves the condition and enlarges the capacity of the land,
might not an intellectual subsoiling process also be
productive of like results in reference to mental soil
and products? If good and substantial enclosures, secur-
ing his crops from the depredations of unruly ani-
mals, relieve his mind from all anxiety for their
safety, might not a good education fortify his child
ren’s hearts against many of the temptations and seduc-
tions of a heartless world, which often bring with

grey hairs of parents with sorrow to the grave?
If frequent dressing and a judicious rotation of
crops enrich the soil, might not a similar develop-
ment and culture of the intellectual and moral powers
be attended with results amply compensating
all pecuniary expenditure for such purposes?

Such reflections would be neither strange

nor unnatural. Reflection begets enquiry. Enquiry collects facts. Facts encourage experiment. Experiment secures success. Success authorizes expenditure. Expenditure commands services, creates accommodations and provides apparatus. These results demonstrate the wisdom and economy of the measure and guarantee the ^success and^ perpetuity of the enterprise. Such is substantially the process by which all improvements have been made both in the physical, intellectual and moral world. They have indeed encountered difficulties and obstacles at every stage of their progress, but the result has generally been like the contest of the bull and the locomotive and the Erie railroad,¹⁰ not very inappropriate types of the ^conflicting^ elements of the present age. As the quadruped champion in that struggle, posting himself on the tract and awaiting the approach of his one eyed foe, was reduced to a lifeless mass by his protean antagonist and converted into beef by a new process; so we ^may^ hope that the prejudices and ignorance of the opponents of education, may meet with a similar annihilation, with no loss or damage to their present

¹⁰ New York and Erie Railroad was incorporated in the year 1832, with construction beginning on the track in the year 1835. The railroad was designed to be a connection between the Hudson River in New York and the Great Lakes region. Charles Francis Adams and Henry Adams, *Chapters of Erie* (New York: Cornell University Press, reprint 1956), 3–42.
possessors, but that they will both live to join in the triumphal song and even rejoice over their own emancipation.

There is perhaps nothing so grateful to the feelings of an American artisan, nothing which attracts the attention of the reflecting foreigner and which so strikingly masks the contrast between us as a nation and the other civilized nations of the earth, as the fact that in several of the older states there is scarcely a native born adult can be found, although this result has not been reached in only a few of these associate sovereignties, yet it is gratifying to know that there are causes in existence and instrumentalities in operation, which will, with the blessing of God at no distant day, secure this desirable result in all the States north of the slave line. South of that line there are causes which will materially retard that day of a like consummation,
yet ^it^ will ultimately come even there.\footnote{This is a significant first, indication alike of the political sagacity and this ^practical^ wisdom of our Pilgrim Fathers in establishing institutions of learning to meet the ^literary^ wants of the body politic in the very infancy of its existence. The American system of Education is coeval with the ^very^ landing of those pioneers of civil and religious liberties ^on these Western shores^, and its very germ will be found in the fact that not one of that noble hand were unable to read the word of God. It is in fact but one of the legitimate results of the cordial adoptions of that gospel ^which brings life and immortality to light^\footnote{The second epistle of Timothy notes that the gospel  “hath brought life and immortality to light.” 2 Timothy 1:10-11 (KJV) provides as follows: But is now made manifest by the appearing of our Saviour Jesus Christ, who hath abolished death, and hath brought life and immortality to light through the gospel: Whereunto I am appointed a preacher, and an apostle, and a teacher of the Gentiles.}}

\footnote{The South was more agrarian and less diverse economically than the Midwest, which was experiencing an increasing industrialization during the mid-nineteenth century. Carl F. Kaestle suggests that this economic and cultural isolation, as well as internal class conflict in the region, created an environment in which educational reforms in the South had difficulty prospering. Carl F. Kaestle, Pillars of the Republic: Common Schools and American Society, 1780 -1860 (New York: Hill and Wang, 1983),192-217.}
shall be unworthy of our glorious inheritance when we banish that blessed volume from our schools, and its departure from our halls of science, will date the period of the decline of our civil liberties, religious freedom and national glory. The Educational policy of our Pilgrim Fathers is but embodiment and expansion of the spirit of that command, which stands forth so peerless in the constitution of the Hebrew Commonwealth, “thou shall teach them diligently unto thy children, and shalt talk of them when thou sittest in thy house and when thou walkest by the way and when thou liest down and when thou riset up; and thou shalt write them upon the post of thy house and on thy

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83 The writer to the church at Ephesus prays for the church to receive wisdom, revelation and knowledge of the gospel so that, among other benefits, the church “may know what is the hope of his calling, and what the riches of the glory of his inheritance in the saints.” Ephesians 1:15-18 (KJV) provides:

Wherefore I also, after I heard of your faith in the Lord Jesus, and love unto all the saints, Cease not to give thanks for you, making mention of you in my prayers; That the God of our Lord Jesus Christ, the Father of glory, may give unto you the spirit of wisdom and revelation in the knowledge of him: The eyes of your understanding being enlightened; that ye may know what is the hope of his calling, and what the riches of the glory of his inheritance in the saints.
While that command was obeyed there could not be found an Israelite unable to read the decalogue. What else is the modern crusade against the use of the Bible in our schools, than a direct and barefaced attack on that command of the Almighty by the minions of that Power whom God has declared he will “consume with the spirit of his mouth and destroy with the brightness of his coming.” 2 Thes. 2:8.

The spirit and purpose of the American System is to secure to all with out exception, either to nativity, outward circumstance or ecclesiastical relation and education to the given utmost extent their circumstances will possibly admit. To conduct this enterprise in all its departments, to the most successful issue, demands talents and attainments of the highest grade.

Mills quotes Deuteronomy 6:7 and 9, in which God instructs the Israelites to memorize the ten commandments and prescribes the methods by which the Israelites are to remember and “keep” the commands. Deuteronomy 6:7-9 (KJV) provides:

And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house and when thou walkest by the way, and when thou liest down and when thou risest up. And thou shalt bind them as a sign upon thine hand, and they shall be as frontlets between thy eyes. And though shalt write them upon the posts of thy house and on thy gates.

Second Thessalonians 2:8 (KJV) is a reference to the Christian coming of Jesus Christ, at which time, according to the verse, “And then shall that wicked be revealed, whom the Lord shall consume with the spirit of his mouth, and shall destroy with the brightness of his coming.”
While it taxes the energies of the most gifted, it does not refuse the services of the less favored ones.

To render acceptable service in this glorious cause, it is necessary that we should have correct views of the nature of the material to be wrought and the character of the process through which it is proposed to be taken.

The powers of the human mind are not like so many material substances, which may be grasped and subjected to a chosen and protracted scrutiny, but more or less ethereal and subtle in their nature, they can be studied only through their various manifestations and that too often at great disadvantage. Some are more prominent and obvious to common observation, while others leave but an indistinct impression of their operation.

The memory, imagination and reasoning faculties are more common and manifest in their manifestation, while the perception faculties and powers of abstraction attract less notice and receive less attention. These mental powers are the material and education is the process through which it is proposed to take them and for the purpose of a complete and symmetrical development.

Education in its etymological sense is a process of development, or drawing out of faculties by exercise, for the
purpose of thorough discipline and testing their capacity. It is derived from a Latin word,\textsuperscript{86} meaning to lead forth, as a child is led forth to a position \textsuperscript{more or less remote} in order to exercise his limbs

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\item[4] develop his muscular powers by returning to his mothers arms. As the physical system is developed and matured in a harmonious and symmetrical manner by judicious exercise and appropriate food, so the mental faculties are trained to like symmetry and reliable action by an analogous course. As the ^young\^ apprentice is first put to rudest parts of his trade for the main, if not sole, purpose of acquiring an aptitude in the use [of] tools, so the pupil is often required to go through mental processes for the exclusive object of giving him a readiness and certainty in the command of his powers. It is only by such a training that he acquires a facility in the use of his faculties and a confidence in his mental capacity.
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\item Instruction in its etymological meaning, implies furnishing the mind with information of various kinds from sources, foreign and independent of itself. It is a process of bringing in for the purposes of embellishment. It
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proposes to decorate and furnish what has been previ-
ously constructed. The edifice must be erected before
it can be furnished. Hence the relative nature and
logical convention of education and instruction. The
primary object and appropriate province of each, are sepa-
rate and distinct. They should not be confounded with
each other, nor should their natural order be reversed.
The appropriate function of one is to lay a deep and broad
foundation and erect thereon a corresponding structure,
the purpose of the other to furnish it with whatever is
useful and ornamental. Hence the remark sometimes

made of a teacher, “he can instruct but he can’t edu-
cate.” It is from a disregard of this radical distinc-
tion that so many educational enterprises have
resulted in disappointment. Their projectors have
proposed to been guilty of placing decoration before
development, ornament before discipline and embellish-
ment before culture. Such a course, in point of wisdom,
is little else than painting a rough board, polishing
an unchiseled surface, carpeting an unfloored
cabin, covering mud walls with marble paper
and decorating a roofless mansion with costly paintings. The folly and absurdity of such measure are soon detected. and such characters will ultimately be exposed and a righteous retribution be visited on them.

Such are the elementary functions of education and instruction and such their etymological difference. In the popular acceptation of the term, Education, both of these elements are combined and rightly so, for they cannot be entirely separated. Instruction cannot be given without disciplining the mind to some extent, nor can the mental powers be taxed and developed symmetrically without the acquisition of some knowledge belonging to the department of instruction. They are like the constituent elements of the atmosphere. Combined in the proper proportions they constitute a vital fluid. Derange that proportion and the combination is converted into an instrument of death. So with education and instruction. This appropriate combination produces a result of great value. Destroy that union and the most disastrous consequences will ensue.
It is no easy task however rightly to adjust these elements and vary the proportions at different stages of the mental training. It is obvious to every one, that during the first ten years of life [education] must occupy the foreground and [instruction] postpone the claims to precedence to a more mature period. The mind during these years can ordinarily digest little else than the milk of knowledge and it would be the height of folly to press the use of strong meat of mental discipline. In other words, the minds of children till ten or twelve years of age, must be waked up by a process in which instruction will be prominent. The principle of curiosity is early developed and during this period is in active exercise. Advantage must be taken of this effective agent. The mind requires instruction so happily blended with amusement as not to be weary, yet so adopted to the age and mental development of the child, as really to box its powers and promote a healthy and judicious culture. This is also the most propitious period for moral training. Let our reading book for this class of pupils be of the highest moral tone. I am happy to say there that the readers adopted by our Board of Education are
of the right stamp in this as well as in other respects. of the right stamp in this as well as in other respects. 

Let falsehood, profaneness, ingratitude, cruelty, disobedience, avarice, intemperance and the whole catalogue of vices, be held up to abhorrence and the opposite virtues so presented as to commend themselves to their approval and imitation. The great principles of moral rectitude cannot be too early not too assiduously taught, nor too faithfully inculcated. Impression of a permanent and happy character may be made, and a noble foundation be laid, on which to rear a corresponding structure.

The studies best adapted for children from six to twelve years of age, are reading, spelling, elementary geography and history, mental arithmetic, defining and writing. I say from six, for I verily believe that nothing is mutually gained by sending children to school.

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87 From 1852–1855, the State Board of Education included the Superintendent of Public Instruction (William Clark Larrabee), as well as the governor, secretary, treasurer and auditor of state. The first textbooks adopted by the state of Indiana, in November of 1853, were the following: McGuffey’s Eclectic Spelling Book, the Indiana Readers, Webster’s Dictionary, Butler’s Grammar, Ray’s Arithmetic, and Mitchell’s Geography. Boone, History of Education, 267; Fasset A. Cotton, Education in Indiana: An Outline of the Growth of the Common School System (Indianapolis: Wm. B. Burford, 1904), 39.

88 By 1865, the common school laws in Indiana stipulated that school curriculum should include the subjects of orthography (spelling), reading, writing, grammar, geography, and also allowed the inclusion of additional subjects including foreign languages such as German. Boone, History of Education, 302.
at an earlier age.\textsuperscript{89} Let them be taught at home, if inclined
to learn to read, if not then disposed, it is no evidence
of their lack of interest. Their physical growth and de-
velopment to this age, are of paramount importance.
I will guarantee that at twelve years of age the one
commencing at six, will have a more healthy and
symmetrical mental development than the one, who
has been prematurely taxed. Let these studies, in
the order above mentioned, be thoroughly taught and
not given place to others till properly mastered.
Spelling should be from the reading lessons for
in this way they will early become familiar with
words in their various grammatical changes, just as they
needed in actual life. Defining becomes a pleasant
exercise of the memory, and as an intellectual effort, will
not become more difficult and obtuse than spelling,

\textsuperscript{17} when the same text book is used for both exercises.

Provision for both of these branches, is made in

\textsuperscript{89} Most education reformers did not favor the attendance of very young children in schools. By 1904, Indiana law required all children between the ages of seven and fourteen to attend a “public, private or parochial school or to two or all [more] of these schools, each school year, for a term or period not less than that of the public schools of the school corporation where the child or children reside.” Kaestle, \textit{Pillars of the Republic}, 109; Cotton, \textit{Education in Indiana}, 117.
an Indiana Reader, which is no small recommendation for their speedy introduction.\textsuperscript{90} It will also fill the store house of the mind with much that will be of great service in after life, while at the same time it will do more to enlarge their knowledge of the mother tongue and give them command of the language should any other study of the juvenile course.

At the age of twelve, varying perhaps a year or so occasionally, the mind begins to mature and assume a degree of strength that justifies, indeed yea requires studies of a more disciplinary character, such as will tax the reason, exercise the perceptive faculties and more thoroughly discipline the memory. Education which has hitherto given precedence to Instruction now claims that position and ought to retain it for the next six years. This period admits of mental discipline, yea demands it and the studies of it should be such as will develop, strengthen and mature those powers in the most thorough and symmetrical manner. The mathematical and linguistic course of study may very properly commence at this period

\textsuperscript{90} The \textit{Indiana Readers} were a specialized compilation of the McGuffey Reader series. Boone, \textit{History of Education}, 267.
and be prosecuted for three or four years with as great
profit and good success as at any other age. A diligent
and faithful improvement of these years under the
guidance of competent teachers, will prepare our
youth for active life or to enter on a more extended course of study, if

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their circumstances admit of such extension.

In either case, the next two years three years can be
spent with great advantage both to their physical and
intellectual development, in some industrial em-
ployment, that would tax this muscular powers,
teach them the value of time, the worth of money, form
industrious habits, inure them to toil, and draw them
into more close and livelier sympathy with the laboring
classes and give them more sober views of the realities
and mission of life. The results of such a course would
be of untold benefit to the individual. With such
an experience our youth would resume their studies and com-
mence their collegiate course with more maturity of mind, and better

91 By the late-nineteenth century, courses offered in Indiana high schools included language, history,
mathematics, science, English, and electives such as physical geography or geology. Cotton, Education in
Indiana, 195–196; see also Oscar Findley, “Development of the High School in Indiana,” PhD dissertation,
Indiana University, 1925, for a discussion of high school curriculum.
habits of application and a more thorough conviction of
the true character of a collegiate education and its relation
to subsequent life.

An education thus conducted and closing at twenty three or
four years of age, would be a much better preparation for pro-
fessional life, a more reliable pledge of success in subse-
quently pursuits than the course often taken by inexperienced
youth under the combined influence of a conceited
estimate of their own powers and the injudicious haste of
inconsiderate parents to usher their children onto the
busy stage of life. As a general result, a young man
will become a more profound lawyer, and abler states-
man and a more eminent physician at forty years of
age, who has postponed his entrance on professional
studies till he could bring to them the fruits of thorough

mental discipline, maturity of mind and established
moral principles, than the impatient aspirant,
whose ardor outstrips his wisdom and whose impa-
tience can brook no such delay of time, no such
protracted process of mutual culture and development.

Materials for illustration of the truth of one remark
on the immaturity of educated mind, will continue
to increase and multiply till parents become wiser
and youth have less wisdom.

Very erroneous opinions are often entertained
and expressed by many, illy qualified, from any experi-
ence of their own, to pronounce an intelligent decision
on the class of studies best suited to discipline the
mind during this preparatory period.—Those branches
which most happily combine instruction and mental
development, are deemed by many as useless, and the time
devoted to them, is regarded as little else than thrown
away, because they cannot perceive how they can
be coined into dollars and cents. The educational need
of such would enhance but little more than the
mere rudiments of knowledge, for they will triumph-
antly ask, what good will the study of the languages
do, or what use shall we ever have for the whole trile
of angle or the mystical power of x and y? Such are
indeed wiser than seven men that can render a
reason and to them might be applied with great per-
tinence the aphorism of scripture, “answer not a

a fool according to his folly.”

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92 Proverbs 26:4 (KJV) states, “Answer not a fool according to his folly, lest thou also be like unto him.”
Another class have got the notion that mathematics is the key to the [answer] of knowledge, and they extol them at the expense of all others. Mathematics, say they, will make the man, will discipline the mind, can be converted into the almighty dollar, the true standard of all human worth, the ultimate [illegible] of all human aspiration, effort and attainment. Mathematics is the very quintessence of all knowledge, its angles are full of the sines and cosines of thought, and its tangents and cotangents and complements embrace the entire circle of human science. $a^b$ raised to the $n^{th}$ power = $\sqrt[n]{x-y}$ will manufacture gas enough to light a village or inflate a balloon, if we may judge from the conceited tones, with which this symbolical language is often uttered by some self constituted Solon.\footnote{Solon was an Athenian legislator and was also one of the seven sages of Greece. Solon may also be used to describe a sage or wiseacre. In the United States the term also denoted a legislator. \textit{Oxford English Dictionary}, 2nd ed., s.v. “Solon.”} Another class no less sapient, think that the dead languages are an universal solvent and that under their influence, ignorance will vanish like the mists of morning before the sun, mind expand to gigantic proportions and her elastic powers be able
at once to resolve all the mysteries of nature. They
fall into raptures at the very name of the Greek and Latin
and extol the study of them so extravagantly that
one might almost think that the mere shadow of
them would be sufficient [to] raise the intellectual dead and
give sight and hearing and speech and perfect limb to all the
literary blind, deaf, dumb and maimed in the land.

Let us not be misled by ^any such^ enthusiasts, but

show our good sense by employing such instru-
mentalities as experience has shown best adapt-
ed to develop, cultivate and mature the metal
faculties in the most complete and symmetrical
manner. Mathematics will indeed strengthen the
reasoning powers and discipline the ^judgment^ ^memory^ but
they cannot answer the purpose of a substitute for
every other branch of learning. They are an essential ele-
ment in every wise and judicious system of education. The study
of the Languages, ^in common with extant sciences^ cultivates the reasoning faculties
and
exercises the memory, but it has other and appropriate forma-
tions. A rigid analysis of a single sentence in
Greek or Latin, may require more intense thought
and demand more mental activity than the solution of many a problem in Algebra, or Geometry.

That analysis will call into requisition not only the reasoning powers to determine the meaning of the sentence and the coloration of the words, but the taste and the judgments must be exercised in the selection of language to express most felicitously the authors’ meaning. In making that solution, an hundred words may be submitted by ^the^ memory of the division of the judgment and the taste and their claims for fitness for service in the premises must be canvassed and settled on the ground of intrinsic merit. Who does not see that in such a process there will be ample scope for the exercise of reason, memory, taste ^and the powers of nice discrimination^?

It is also evident, that one of the direct and natural results of this congress and conflict of the mental powers, will be an extensive acquaintance with the vocabulary of our own language, a nice perception of the delicate shades of meaning of words, a better understanding of the power, scope and wealth of our mother tongue and a command of language for the appropriate expression.
of every possible combination of fact and fiction.

This is the storehouse from which the orator draws his shafts of withering ridicule, biting sarcasm and scathing irony. This is the magazine whence issue those brilliant flashes of wit, those explosions of indignant eloquence and thunder peals of righteous [indignation] on the heads of skulking villainy and heartless rapacity and meanness.

However paradoxical may seem the adage, “make haste slowly,” yet it is the true index of real progress in mental culture. If the body requires twenty years or more to reach its maturity of strength, beauty and symmetrical development, who will presume to say that the mind can be properly trained to efficient action and reliable effort at an earlier period? The complex-ion of the final course of our Educational System must necessarily vary as it advances. The stern demands of Education, in its etymological sense, must be faithfully met, during the first half of the period and Instruction must waive her claims for consideration till the third year at least, and even then be satisfied with an equal share of attention, for the day of her acknowledged supremacy must be postponed till the closing year.
of literary pupilage.

Here may properly be introduced the enquiry why should not our daughters be as thoroughly edu-
cated as our sons? Is there anything in the nature of the female mind to forbid the belief that its powers would not expand under genial influence of a course of study as thorough and complete as the one provided for the other sex? Is there anything in the history of her training to justify any such conviction? Does not the character of her earthly mission require an education of equal extent, thorough-
ness and symmetry with that deemed necessary for her counterpart? Are her intellectual powers of an inferior grade, or incapable of like expansion, cultivation and attainment? Could not our daughters spend as long a period in intellectual confluence and with as fair a prospect of success as our sons? Must they be hurried onto the busy stage of life at an earlier age than their brothers?

Where is the man that dares challenge the sound-
ness of the position implied in the above interrogatories? Let him bring forward his proof, produce his authority
and show by actual trial, that the female is not sus-
ceptible of as thorough discipline, as fine a polish and
as high attainments as the more favored part of the race.
As far as the experiment has been made it fully
warrants the most sanguine expectations. The few
that have enjoyed superior advantages, have shown

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capacity fully equal to all that he claims for them.
Let the opponents of these views, produce from their
own ranks, if they can, one of equal capacity, or of
like attainments with Mary Somerville. Let them
also recollect that one of the ablest college Presidents
in the West gave his daughters the benefit of a collegi-
ate course, which they completed in a manner that
abundantly proved that the Ladies of creation were not
a whit intellectually inferior to the self styled Lords
of the soil.

I rejoice to see in the signs of the times, evidence
of an approaching revolution in public sentiment on

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95 Oberlin College in Oberlin, Ohio was the first college to introduce co-educational schooling in 1835. President John J. Shipperd introduced the policy. James H. Fairchild, Oberlin: The Colony and College 1833-1883 (New York: Garland Publishing, reprint 1984), 172–175.
this point. All has not been done for the intellectual and elevation of woman and which she may justly claim. It is not political equality that she desires, but mental and moral culture of equal extent and thoroughness to these enjoyed by the other half of the species. With such a training, she will make her influence felt at the ballot box, in the halls of legislation, on the bench and in the sacred desk, in a manner and to an extent far more effectual and happy, than she possible could under the guidance of those self-appointed advocates of her rights and all their feminine associates.

I have seen girls thirteen or fourteen years of age by this promptness and accuracy in solving algebraical problems at the blackboard put their masculine classmates to the blush. Our daughters can read the ancient and modern languages with as great facility and
the merits of Paley, Wayland, Butler and Story as heartily
as any fine Bachelor of Arts.

It is indeed high time that every vestige of heathen-
ism was swept from our Educational System. What
else than a relic of barbarian times and [meanness] our
notions of female inferiority, is the brief and too often
superficial course of female education? Let us eman-
cipate ourselves from "the thraldom of" all such unchristian opinions
and practices. Let us show our penitence for past errors and
give proof of our future independence of the foolish
notion, that our daughters must be educated, accom-
plished and married before they are out of their teens.

“A little knowledge is dangerous thing,


99 Joseph Story (1799-1845), an American jurist, wrote *Commentaries on the Constitution of the United States* (1833), *The Conflict of Laws* (1834), and *Equity Jurisprudence* (1835-36), all of which were central to the development of United States law.
Drink deep, or taste not the Purian spring.100

contains more sound philosophy, more real ex-
perience and stern reality than any other couplet in
the English language. It is indeed a withering sarcasm
on many of the popular schemes of female education and
a bitter rebuke of parental folly in the matter. It is no
wonder that the race of [fools], of both genders, has not
become extinct, nor is there any danger of this being
classed among the fossil remains, as long as the
present notions on this subject control our action.
I, for one, am prepared to declare a heraldless

and truceless war on this popular folly. If my life is
spared and that of my daughters, it is my fixed and
servile purpose to test, the wisdom or rather demon-
strate the soundness of the views above expressed.

With this free expression of our views of
the nature and extent of the education necessary for
a thorough, and symmetrical development of the men-
tal powers, we will now proceed to mention

100 A reference to Alexander Pope’s An Essay on Criticism (1709): “A little Learning is a dang’rous
Thing;/Drink deep, or taste not the Pierian Spring:/There shallow Draughts intoxicate the Brain,/And
drinking largely sobers us up again.” eds. E. Audra and Audrey Williams (London: Methuen & Co., 1961),
lines 214–217.
some of its most important requisitions. We remark

A just appreciation of its true character, is absolutely

essential to the accomplishment of its high purpose.

An enterprise charged with the accomplishment

of such results may well challenge the consideration

of every thoughtful and patriotic citizen. Its claims to

such regard must be determined by its capacity to effect

the object contemplated. It proposes to do for the intellect

and the heart just what their powers indicate should ^was^ the design of their Creator should be done. The exis-

tence of those noble faculties, their capacity of expan-
sion and improvement, and the moral and intellectual ele-
vation, to which their proper culture will raise their

possesor, bespeak the glorious mission of Popular

Education. It aims at nothing short of the improvement

of the entire masses and ^designs^ carrying that culture
to as high a degree as the circumstance of each will ad-
mit. It contemplates no ephemeral results but

offers to all, without distinction of social rank or

fortune, a prize worthy of the noblest effort and gives

assurances that he, who wins her proffered crown,
shall be the companion of the highest intelligence
and the everlasting associate of the pure and holy in a better
world.

Its textbook of morals is the word of God
with its solemn sanction and direct appeals to the moral
sensibilities of our nature, with its exhaustless treasures
of ‹heavenly› wisdom, its precious promises and the glorious hopes
it inspires in every heart that receives its pure and holy
precepts. Though, in the possession and free use of that
blessed volume and in its interpretation will impose
the American People will tolerate no mortal inter-
ference and in its interpretation will impose no
human dogmas, yet they will not be guilty of the
suicidal art of excluding from our institutions of
learning that Book, to which we owe all that dis-
tinguishes us as a nation and whose principles under-
lie the whole fabric of our civil and religious free-
dom.\[101\] Nay, they will do more. They will teach the
rising generation to venerate that code of morals and
regard it as an emanation of Infinite Wisdom, designed
to instruct, guide and comfort poor erring mortals,

\[101\] Boone writes that prior to textbook standardization, the New Testament, Psalms, and religious books such as *Pilgrim’s Progress* were used as reading primers in Hoosier Schools. Boone, *History of Education*, 310–311.
and able to make them wise unto eternal life.

Such is the moral element of the system and its literary and social features are no less thorough and fundamental. It has no sympathy with the heathen notions of the intellectual inferiority of one half of the race, nor does it recognize the existence of any such implied superiority on the part of the other half. It cultivates and fosters the true democracy of mind and places our youth of both sexes, without regard to any of the insidious distractions of wealth and social rank, on a fair and open field of noble rivalry for the highest intellectual elevation and its appropriate rewards.

It encourages modest worth, exposes shallow pretense, humbles haughty arrogance, mortifies self conceit and bids real merit aspire to its true position.

One of its most recently developed and important features is the Graded System. The executive power and practical efficiency of this element have been most satisfactorily demonstrated in a sister state.

\[102\] Though the graded system of education was practiced throughout the United States by the late-nineteenth century, it was more common in town and city schools than in rural schools. In Indiana, the 1852 School Law permitted townships to establish graded schools. Boone, *History of Education*, 281–282.
It is in fact, nothing less than the application of the principle of the division of labor, so effective in other departments of human enterprise to the employment of teaching. Its economy of time, labor, funds and literary capital are obvious. Its superiority in security better classification, more thorough instruction, uniform text books, efficient discipline and improved state of morals and mental application, are equally manifest. Another is the introduction of a new and glorious era in the character of school architecture, school furniture
The Graded Schools have also done much to elevate the employment of teaching to the rank, dignity and emoluments of a profession.

They have also contributed not a little to awaken the public mind and direct attention to the subject of their introduction. They have roused teachers to a higher standard of professional attainment, and their influence in prompting pupils to better habits of application and departure, is not among the least of the merits of the system. In comparison with the other system of instruction and its concomitant defects, it may be truly said of the Graded Schools, that with their superior facilities they have doubled the amount of attainment in a given time and diminished the period of a given attainment at least one half. There has also been no little advance in the characters of the instruction and the degree

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103 Henry Barnard influentially addressed the issue of school environment in his work, *School Architecture*. Barnard asserted that the physical characteristics of the classroom and school building were tied strongly to the quality of education a student received. Barnard identified ten elements of building architecture essential to creating a proper environment for students: building location and materials, size, lighting, ventilation, heating, student seating, teacher arrangements, instruction aids, the library, and the external arrangements. Jean and Robert McClintock, eds., *Henry Barnard’s School Architecture*, vol. 42, *Classics in Education* (New York: Teacher’s College Press, 1970), 24.
of mental discipline attained.

With such facts before us as the legitimate results of the appropriate action of our Educational System, we can be at no loss to perceive its claims to such an appreciation of its merits as will lead not only to a cheerful and cordial acknowledgement of its worth, but also to a corresponding conviction of the necessity of ample funds, efficient supervision and superior Teachers.

Every enterprise of high and commanding character, of acknowledged worth and importance, carries with its very presentation an implied claim to corresponding pecuniary appropriation. The projection of the New York and Erie canal presented to the people of that state a vision of trade, travel and physical development to an extent almost fabulous, to their then unawakened minds, but what has been the result?\textsuperscript{104} It has ^as^ far transcended their most sanguine expectations as the light of noon day exceeds the faintest

\textsuperscript{104} The Erie Canal connected the waterways of New York to the Great Lakes, and was first completed in 1825, with expansions completed in following decades. Initially a profitable endeavor, the growing success of the railroads in the 1850s made the canal a less economic method of transportation.
glimmering of early dawn. Its enthusiastic projector
did not anticipate its present ten thousand floating
craft and millions of annual income, which are but the
exponents of its future increase and employment. The
New York and Erie railroad, an enterprise of treble expense
and ten fold more formidable character than its aqueous
compeer, has already, within three years ^after completion^ furnished evi-
dence of its capacity to redeem ^all^ the pledges of its ^enthusiastic^ and indomita-
able projectors. A just appreciation ^of the merits ^ of these truly national
works and admission of their feasibility, utility and necessity
first at the cost of $7,000,000 and the construction of second
at an expense of $20,000,000 may well characterize
the first half of the nineteenth century and justify the
expectation that a complete railroad juncture
of the Atlantic and Pacific will be the crowing feature
of its closing half, as specimens of American
enterprise in bold projection and manly execution.

If physical development and commercial
facilities will authorize and secure such vast appro-
priations, what may not the American system
of intellectual development and culture justly claim and receive at the hands of the author of such stupendous structures? Is not the intellectual and moral elevation of the ignorant and debased, and the corresponding humiliation of pride and self conceit as important in this nature and as valuable in their results, as the elevation of valley the depression of hills and the tunneling of mountains for the passage of the vehicles of travel and commerce? Will not the appropriation of ample funds for the former con-tribute to the stability of our political institu-tions and the permanency of our national greatness as effectually as the millions lavished on the latter? To refuse this would be suicidal policy, for it would most emphatically be cutting the very sinews of our own enterprise, since these projections are but the creations of wakened minds, the off-spring of cultivated intellect. Let no one suppose for a moment, that education has nothing to do with then magnifi-cent structures. She conceived and demonstrated their practicability, utility, and absolute necessity for the
full development of our agricultural, mineral
manufacturing and commercial resources. She sur-
veyed and superintended their structure. She invented
and improved the implements employed in their construction
She built the boats, and cars and engines with which they
are stocked. Her financial skill and credit secured

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the funds and to her is consigned the superintend
ence of them all.

Has not the value of our farms, the worth of our
stock, the price of our pork and grain been doubled,
yea quadrupled, by the construction of these com-
mercial channels? To deny that we owe nothing
to her, who has given them existence, would be the
consummation of meanness, the very quintessence
of repudiation. She does not ask, in return for
all these favors, for the capital she has placed
in our coffers, she does not demand a tithe
of the benefactions she has bestowed. The simple Ear-
rings of our pride, the jewels of our luxuries and the
tithe of our extravagance would amply supply the
requisite funds to carry into successful operation
all her plans for the cultivation of the rising genera-
tion. The mere interest on the increased value
that canals and railroads have given to the real
estate of Indiana, would be sufficient for all our
educational purposes. They have enhanced the
value of the lands of our state $50,000,000 would be
but a moderate estimate. The interest of $3,000,000 annually, suffic-
ient to erect commodious school edifices in every
township and sustain a school of superior character in
every district for nine months at least every year.

This is but one of the contributions of learning and

That the smallest, for the intellectual and moral culture

she has imparted, and this influence on the social
relations and progress of society, cannot be expressed
in dollars and cents. These considerations are suf-
ficient to show that her requisition for adequate
funds is both just, necessary and indispensable.

With such interest at stake and such investment
of funds who does not see the propriety, necessity and
economy of efficient Supervision?
Efficiency in this department depends on two things, character of the supervision and the amount of it. \textsuperscript{105} It is obvious that the duties of such an office require talents of a high order, experience and attainment of a corresponding rank. The man who stands at the head of such an enterprise, should feel not only a deep interest in its success, but a cordial sympathy with all his fellow laborers. He will need their confidence and sympathy in the discharge of his official duties and he should not be an unconcerned spectator of their toils and trials. It is vain, yea, it is the height of folly to expect that one man can do justice to such important interest without able and numerous coadjutors. He should be assisted by associates of kind red character in a subordinate station and until he is furnished with such coadjutors, we must submit to the mortification of seeing the educational welfare of our commonwealth sacrificed on the altar of ignorant legislation and a good man crucified as the victim of mistaken economy. I say crucified, for if our worthy...\textsuperscript{105} An 1843 law made the state treasurer the \textit{ex officio} superintendent of common schools. The 1852 School Law instituted the Office of Superintendent of Public Instruction. By the early-twentieth century, the Superintendent was elected in a general election for a two-year term with no limits on terms served. The Superintendent had three deputies to assist in duties which included the “general superintendence of the business relating to the common schools of the state . . . At the request of school officials it is his duty to render, in writing, opinions touching all phases of administration or constructing of school law.” Boone, \textit{History of Education}, 254–258; Cotton, \textit{Education in Indiana}, 30–31.
Superintendent has the feelings and sympathies of an intelligent and devoted friend of popular education, he will be compelled to feel, before the expiration of the first term of his official life, that his utmost efforts are comparatively unfit and actually lost, for the want of just such coadjutors, as the Educational bill submitted to the Legislature provided and which in the plentitude of their wisdom and economy of the majority of that body, were withheld. Here let me lead the provision of that bill on this point. (Circuit Superintendents.)

The proper supervision of the educational interests of a state as large as ours, absolutely demand the services of just such a class of intermediate officials. Had that office been created and wisely filled, we should have witnessed very different results from those, which the third report of the State Superintendent will contain, and I shall be greatly disappointed if that report does not strongly advocate the creation of an equivalent corps of superintendents, both by its facts and by a special pleas. Even the second con-

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106 This may be a form of the County Superintendent, an office Mills encouraged as Superintendent of Public Instruction in 1856 in order to create a board. County superintendents were elected to four-year terms with the possibility of re-election, and they administered state-provided examinations to local schools. Cotton, Education in Indiana, 50–54.
tains evidence of the necessity of such a class of labor

ers, and I hail "that very deficiency" as an omen for good. Let the necessity

of such supervision be seen and felt. Let the people be

satisfied of the importance of that feature and they will

send men to the Legislature who will have the courage

to create the office.

We are not guilty of similar folly in any other
department why should it "be" tolerated in this?

The judiciary has its grades from the supreme judges
to the townships embodiment of legal lore. Are
district and circuit judges unnecessary for the due
administration of justice? Are these offices sinecures\textsuperscript{107}

and have these judicial functionaries no labor to per
form, no duties to discharge? We are promptly
met with the reply, they are fully employed,
their offices are far from being sinecures and their
labors are no holiday employments.

Had our State Superintendent been aided by
such a corps of coadjutors, every township would
have been visited by an intelligent and efficient advo-

\textsuperscript{107} A "sinecure" describes a position that requires little work or effort but gives great benefit. \textit{Oxford English Dictionary}, 2nd ed., s.v. "sinecure."
cate of a sound learning, every district cheered by his
presence and counsel, and every citizen had the benefit
of his lecture and suggestions. Teachers’ institutes would
have been held in every county in the state before
the expiration of the first year. More ^money^ would have
been saved to the cause, in the single item of
school architecture, than the amount of their sala-
ries, not to mention the awakened interest in the
public mind and the improved character of teachers, as
the ^additional^ results of their labors. They would have supplied
the statistics, for which we shall look in vain in the
Second Report. The character and extent of the labors im-
posed by that bill on the Circuit Superintendents,
show that they would have as severely taxed
as any official mortals ought to be, either for their
own or the public benefit. Let me not cease our

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efforts till an excellent school law embodies this
feature, and no longer exhibits in this department
of its provision, the monstrosity of heads and limbs neither
a body to unite them.

Another of its important requisitions ^of the American System^ is
competent teachers.

The nature of the work to be accomplished and the characters of the result sought, indicate with sufficient clearness the relative rank of the requisitions already named. This last may justly be regarded as taking precedence of all others, and, in fact, giving character to the enterprise and securing for it most of the consideration, pecuniary aid and supervisory attention that the cause of Education has ever received. It is owning to the faithful, efficient and persevering labor of this class of teachers, that education teaching may now be ranked among the learned professions. None certainly more richly merit the appellation and more truly possess the character. It opens an appropriate field for the exercise of the best talent in the land and furnishes ample scope and employment for the largest experience, the richest culture and most profound attainment. As a profession it may justly demand a high order of mind intellect thorough mental and moral discipline, an extensive acquisitions of knowledge, and an intimate thorough acquaintance with the workings of the human heart. He, who aims at eminence in this department, should adopt the noble motto of the “Empire
“state,”¹⁰⁸ and live up to it. He should keep his mind
awake to progress, open to truth and in lively sympathy
with the spirit of the age. He should never fancy
that he has reached perfection, either in the acquisi-
tion of knowledge or the mode of imparting it
to others, nor relax his efforts to increase his pro-
fessional capital. He should thoroughly under-
stand the science of teaching and be able to render that
science to corresponding practice. He should be
familiar with the best methods of instruction and
be competent to make such use of them as to educe
from them, one that shall be his own, and yet superior
in its essential elements, to either of the patterns.

He should bring to his daily routine of his duties
a generous enthusiasm in his profession, a lively
sympathy with his pupils in their trials and perplex-
ities, incident to the acquisition of knowledge, and
an honest and hearty desire for their improvement. He
should endeavor to retain a deep and lively memory
(of his own boyhood days), ^of the^ impressions and difficulties
that he may ever have at command the united

¹⁰⁸ Excelsior, meaning ever higher, is the New York state motto.
experience of youth and age to aid in guiding and in
structing his youthful charge. An intimate and daily
communion with the fountain of all wisdom,
knowledge and benevolence, will prepare him for a
proper appreciation of the responsibilities of his
calling. Such ^heavenly intervention^ is necessary to soothe his ruffled spirits
calm his harassed mind, comfort his dejected heart,

and restore the elasticity of his moral feelings. The
daily draft on the ^teachers^ mental and moral energies, requires
such restoratives. These he will need. This state
of mind and heart will constitute a happy prepar-
ation both for labor and trials, for labor he must and
trials he will experience. This moral culture
is the ^true^ source of ^his^ influence and power over his pupils
If it controls him, it will not be lost on them?
If it clothes his countenance with pleasantness, gives
mildness to his tones, cheerfulness to his looks and lan-
guage, it will be seen and felt by them. It will
be transferred in no slight degree to them, correct-
ing in them much [that] is wrong and unlovely in their
habits, looks, and language. It will also do much
to preserve himself from self conceit, indolence, dogmatism and pride.

Teachers possessing more or less of these essential traits of character and ambitious to call them all their own, are beginning to be appre-ciated and ^to^ receive their appropriate reward. This service will command as liberal a salary or like attainments generally received in other professions. One of the characteristics of the age and most significant of real progress, is the disposition of Teachers to associate for mutual encouragement, sympathy, and improvement. This spirit has originated teachers associations, both local and general. It has mani-fested itself ^in the establishment of Educational Periodicals and^ in the production of some admi

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rable works on the duties of teachers, the best modes of instruction, the relation of Parents and Teachers, school archi-
tecture, furniture and apparatus. These results bespeak an increasing interest in his work and indicate a dis-position to aid him in his efforts for self improve-
ment and enlarged capacity for usefulness.

Who can fail to see in all these movements and results, evidence of progress, proofs of a deeper interest in
education, a livelier sympathy with the teacher, a higher appreciation of the value of his services and connection of learning with all the substantial improvements of the age? Teachers Institutes and Normal Schools were uncoined words thirty years since, and at that time these present realities had neither local habitation nor a name. \(^{109}\) What a revolution they have wrought in public sentiment, what a change in the character of our schools and what an improvement in the intellectual elevation and professi\-onal attainments of our Teachers! Such results are har-

bingers of good, pledges of the approach of a better day.

Let us all contribute, each in his several spheres, his full share to hasten its consummation, for a rich and glorious reward awaits us if we faint not. \(^{110}\)

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Fellow Teachers, I am happy to meet you on this occasion and witness the organization of a Teachers Association in this section of our state. The existence and successful operation of such associations in different parts of the commonwealth, must to a limited extent

\(^{109}\) The first Normal School was established in Lexington, Massachusetts in 1839. Bernard Bailyn suggests that as teachers’ institutes grew in popularity, eastern reformers such as Horace Mann supported more standardized methods for educating teachers. Bernard Bailyn, \textit{Education in the Forming of American Society} (New York: Vintage Books, 1960), 129–130.

\(^{110}\) Galatians 6:9 (KJV) states: “And let us not be weary in well doing: for in due season we shall reap, if we faint not.”
preceed a State Organization. Without efficient local associations it would be vain to expect any permanent good
to result from a State Association. We must therefore di-
rect our attention and efforts to the organization of the former
as the appropriate prerequisite to the formation of the latter.
Let us bring to this final organization an intelligent
and established interest in the cause of Popular Education,
a zeal that shall know no abatement, an experience
that shall inspire confidence in our wisdom
import stability to our plans and worth to our deliber-
ations and an indomitable purpose, that will shrink
at no difficulties, yield to no obstacles and be disheartened
at no opposition.

I trust that the enterprise, which has called
us together on this occasion, has been duly con-
sidered, its responsibilities carefully pondered and
the amount of labor, time and personal sacrifice that
such an association will require, has been deliberately
counted. To sustain it properly, give life, interest
and permanent efficiency to its operation, will demand
constant and unceasing effort. It will make frequent

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111 The Indiana State Teachers Association was founded in December 1854. Mills wrote the
association’s first constitution and served as president in 1858. Smart, *Schools of Indiana*, 118–120.
and heavy drafts on your intellectual capital and
not a few of them at sight. It will require no
small amount of faith and perseverance to hold on
your way amid difficulties and discouragement. There
will be much to dampen the ardor of your zeal
and cool the fervor of your interest. You will meet with

(appathy where you expected interest, indolence
and insecurity where you anticipated activity. Opposi-
tion where you should be entitled to efficient co-
operation, and heartless indifference in place of cordial
sympathy. You will have ample occasion for
the exercise of all your graces and abundant opportu-
nity to test the patience of hope and the labor of love.\textsuperscript{112}

I would have you fully aware of the difficulties
and discouragement incident to such efforts, that
you may be neither unfurnished for the conflict
nor disheartened by the contest.

But there is another side of the picture,
another view of the landscape. There is a sun-

\textsuperscript{112} 1 Thessalonians 1:3 (KJV): “Remembering without ceasing your work of faith, and labour of love, and patience of hope in our Lord Jesus Christ, in the sight of God and our Father.”
ny side as well as a shady side of a Teachers

life and labor. The cause in which he is engaged is a
	noble one, kindred to theist who ministers at the altar.

He is not without his comfort, no destitute of conso-

lation even in his darkest most desponding moments.

There is perhaps no source from which he
can derive greater benefit than from an efficient
organization of professional Teachers. Engaged
in like pursuit and of kindred sympathies, his associates
will be both fitted and disposed to render him
the advice and comfort he needs. In these associations
Teachers can render their compeers most important
assistance and receive in return much that will be valu-
able to themselves. But these organizations like

all other enterprises, require a real, substantial
capital stock of uniting diligence, inestimable
perseverance and working talent, combined with thorough
mental discipline and unaffected modestly. To sustain
them as they ought to be and to render them uniformly
interesting and instructive will demand efforts of no
ordinary character. Their drafts must be promptly met
though they may \(^\text{often}\) be drawn payable at sight or with
out three days of grace. The credit of the line must be
sustained at any sacrifice of time, labor and self denial
and therefore the several partners must feel this indi-
cidual responsibility.

An Association of Teachers formed under the
influence of such convictions and purposes, cannot fail
to be productive of good to its members, benefit
to the cause of education and \(^\text{become}\) an object of popular favor.

Let every member enter its portals with the fixed
and unalterable determination to do his whole
duty, contribute his full share of time and toil.
The larger the number of shares \(^\text{taken}\) and the prompter the
payment of his stock, the larger will be his divi-
dends and the earlier the returns.

Such periodical reunion, Fellow Teacher, will
cheer our flagging spirits, strengthen the cords of
mental sympathy, enlarge the circle of professional acquaintance and man than realize the fable of

\[113\] If he received new vigor from contact

\[113\] Antaeus, of Greek mythology, was a giant who always won challenges to wrestle because contact with
his mother, Earth, kept his might strong. Hercules, however, figured out Antaeous’ secret and defeated and
killed him by lifting him up from the ground. Jennifer March, \textit{Cassell’s Dictionary of Classic Mythology}
(Great Britain: Cassell, 1998), 98.
with his mother earth, shall not our return from this convocation to our several parts of labor and scenes of toil, wish new renewal and invigorate purpose? These interchanges of views, these companions of experience, these conflicts of intellect, will enlarge our field of vision, increase our stock of practical wisdom impart strength, symmetry, and worth to our mental activity, while at the same time they will open new and rich sources of social enjoyment and teach us all that important lesson, so hard to learn yet absolutely essential to all true progress, “not to think of ourselves more highly than we ought to think.”  

The appropriate exercise of such Associations will both stimulate and promote self improvement, prompt intellectual effort and moral cultures and result in making its members better citizens. Men more successful teachers, more zealous and intelligent advocates of popular education and more worthy of the name and character of American Citizens. Instructors.

‡ ‡

Romans 12:3 (KJV) states, “For I say, through the grace given unto me, to every man that is among you, not to think of himself more highly than he ought to think; but to think soberly, according as God hath dealt to every man the measure of faith.”