

APPENDIX A:
EDITION OF TWO UNPUBLISHED ADDRESSES BY CALEB
MILLS

A Lecture on Popular Education¹

[1]

1 A Lecture on
2 Popular Education
3
4 The subject that has called us together
5 on this occasion, Fellow Citizens, is
6 one of not ordinary interest and importance.
7 However diversified may be our reli-
8 gious and political sentiments, on
9 the subject of Education, its necessity,
10 importance and conservative influence,
11 we entertain I presume substantially
12 the same views. We all love our Coun-
13 try, desire her welfare and are willing to
14 contribute our full share to per-
15 petuate her civil, ~~and~~ literary and religious

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.

1 institutions. It requires no argu-
2 ment to convince us that the only
3 sure basis of national prosperity and
4 happiness, is intelligence and virtue.

5 These are the pillars on which rest
6 the fair fabric of our Republican
7 government. Whatever strengthens

[2]

8 these deserves the countenance, patron-
9 age and hearty co-operation of every pa-
10 triot. Knowledge must be diffuse
11 among the sovereign people and the
12 morality of the Bible must be faithfully
13 inculcated upon the rising generation
14 or we shall look in vain for rulers of ex-
15 panded, enlightened and liberal views and
16 for legislators of disinterested, patriotic
17 and virtuous principles. We cannot reason-
18 ably expect the prevalence of knowledge
19 and virtue without the employment of
20 appropriate means.

21 The means are to be found in a wise and

1 judicious system of popular education.

2 By popular education I mean the
3 intellectual and moral training of the
4 whole rising generation. In the
5 term system of education, I include
6 all the means employed from the
7 district school to the college or University.

8 This was the view taken by the framers
9 of our ^state^ constitution, and is the only one
10 that deserves the name.

[3]

11 Nature of the education.

12

13 Man is endowed with intellectual and
14 moral powers, and in every plan for his edu-
15 cation provision must be made to
16 cultivate both the head and the heart. This, and
17 this way will meet his necessities, and render
18 him what he was intended by his Maker
19 to be, happy in himself and a blessing
20 to all with whom he is associated.

21 This is the kind of education that

1 man requires, and this is the kind we
2 must labor to promote, or we shall
3 fail to realize our hopes either in re-
4 spect to individual happiness, or
5 national prosperity.

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

9 Why was man endowed with such
10 noble powers and susceptibilities, capable
11 of ~~such~~ indefinite expansion and im-
12 provement, if they were not to be cultiv-

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13 vated? The mind must be cultivated,
14 its capacities enlarged and its powers
15 developed, strengthened and disciplined,
16 or else it will languish in ignorance
17 and imbecility. This can be accomplished
18 ^only^ by directing its energies to the investi-
19 gation of truth, the organizations of
20 science and the contemplation of the
21 productions of other minds. In this

1 way, its powers will be invigorated
2 and enlarged, and the purpose of their
3 bestowment will be answered.

4 The moral powers ^{also} require skillful
5 and early training. The child must be
6 taught his duty to God, as well as man.
7 He must be early made to understand
8 his relations as a moral being and the
9 obligations growing out of those relations.
10 He must be trained to obedience and love,
11 else the rebellious and selfish dispositions
12 will gain the ascendancy, and prove his ruin.
13 ~~Intellectual and moral~~ Education is nothing

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14 else than “developing and training the powers
15 to efficient action and giving them a right
16 direction.” The necessity of such an edu-
17 cation is seen every day in the waste and
18 perversion of intellect and the predominance
19 of the baser passions, [the] ^{prevalence of vice and immorality}. Its necessity be-
20 comes the more strikingly manifest
21 when it is remembered that if ^{the mind} is

1 not trained and disciplined, its powers lose
2 their vigor and languish in imbecility.
3 There is no neutrality in a moral, nor
4 inaction in an intellectual being.
5 If the child is not trained to subor-
6 dination, he will grow up in disobedience.
7 If he is not taught habits of industry, he
8 will acquire habits of indolence. If
9 he is not becoming virtuous, he is
10 growing vicious. If he is not trained
11 to cherish noble and generous sentiments,
12 he will grow up under the influence
13 of selfishness and meanness. He must
14 be taught to feel right and act right,
15 other wise he becomes little else than
16 an archangel ruined.²

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

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.

1 of these powers was intended to contribute to his personal happiness.

2 They can do so only by being employed
3 in accordance with the design of his
4 existence. Intellectual enjoyment
5 must always be connected with in-
6 tellectual effort, or consequent upon
7 it. How can a person unable
8 to read delight in the beauties of poetry,
9 or estimate the value of any library
10 production? How can the man, whose
11 intellectual and moral vision is per-
12 verted, relish the beauty and loveliness
13 of the mortal and moral world?
14 Would you secure the happiness
15 of your children, ^secure to^ bestow upon them
16 that intellectual ^and^ moral culture, which
17 will prepare them to become intelli-
18 gent and virtuous ^citizens^, that ^will^ prove an orna-
19 ment in prosperity, a solace in ad-

[7]
20 versity and “preparation for the happiness
21 of heaven.”

1 Without a suitable education
2 how man will not discharge a right
3 the varied and delightful duties connected
4 with his social relations. How much
5 the happiness of life is marred by
6 churlishness,³ obstinacy, and selfishness in
7 its thousand forms. How have they
8 embittered the relations of brother and
9 sister, schoolmate and associate, neighbor
10 and friend, companion and citizens. All
11 this unhappiness has been occasioned
12 by a want of that amenity and kindness,
13 which flows from correct intellectual
14 and moral training. As social beings
15 we should be educated, both to
16 impart and derive enjoyment from
17 every relation in social life.

18 It is this lively sensibility to
19 the happiness of others and consequent
20 desire to promote it, that gives life

³ Rudeness, sullenness, harshness or roughness. *Oxford English Dictionary*, 2nd ed., s.v. "churlishness."

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1 and zest to social intercourse. What
2 would society do without it, imper-
3 fect as it is? What would social in-
4 tercourse become, if regulated by the
5 pure and heavenly principle of mutual
6 benevolence and love?

7 Man untaught will remain
8 ignorant to a great degree of the
9 responsibilities that rest upon him
10 as a moral being. He will not
11 feel his obligations to God as his moral
12 governor, or be disposed to render obedi-
13 ence to any of his commands.

14 This is seen in a thousand ways and
15 in all the duties and relations of life
16 Why this alarming prevalence of parents
17 neglect to train up children to obedi-
18 ence to parental authority, in the
19 law of knowledge and the fear of the

1 Lord which is the beginning of wisdom?⁴

2 Why this increase of filial⁵ disobedi-

3 ence, this prevalence of idleness, diss-

[9]

4 ipation and dishonesty in their country?

5 There is a fearful responsibility resting

6 some where. Much of the largest share

7 of this catalogue of evils, is referable

8 to parental unfaithfulness.

9 Our characters are formed under

10 the parental roofs, and, tho' they may

11 be modified ^in some degree^ by subsequent influence

12 and circumstances, yet they retain the

13 leading trails thro' all life.

14 Who appreciates the value of time and

15 the importance of improving it, the

16 individual, who has been trained to

17 industrious habits both of thoughts [and] actions

18 and taught that time improved becomes

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."

⁵ Filial describes duty from child to parent. *Oxford English Dictionary*, 2nd ed., s.v. "filial."

1 wealth and knowledge, or the individual
2 who has been left to the unrestrained
3 influence of native indolence and vicious
4 associates? From what class of citizens
5 ^originates^ ~~does~~ that rapidly increasing number
6 of idlers which throng our taverns and
7 groceries and other haunts of vice? Do they
8 spring from those families where

[10]

9 industry, economy, and subordination to
10 parental authority diffuse their peaceful
11 blessings, where knowledge is prized, and
12 sought, and virtue cultivated? No, they
13 are the offspring of those families
14 where indolence reigns, knowledge is
15 despised and obedience to parental ^authority^
16 unknown. Dissipation and dishonesty follow
17 hard upon the heels of idleness, and in
18 this way thousands ^in our land^ are training up
19 for ruin, the sorrow and grief of their ^parents^
20 and the pest of the community.

21 Without proper intellectual and moral

1 training ^ourselves^, we shall not as parents, dis-
2 charge our duty to our children and give
3 them that domestic education, which
4 they claim at our hands, and which will
5 fit them fully to meet and faithfully
6 discharge their obligations as a part of
7 that body in which the sovereignty of
8 this nation is vested. Nor will our
9 children become either blessings to
10 us, nor ornaments to society with

[11]

11 that education which shall train
12 them to diligence, obedience and love.
13 Our political responsibilities require
14 that we should be an educated
15 people. Here is perfect political
16 equality. I rejoice that is so, God
17 grant that we may never forfeit our
18 blessings by abusing them. It is no
19 unimportant question, how shall
20 we be prepared fully to appreciate
21 the value of our liberties, and rightly to

1 understand the real interest of our
2 country? I have no fears that we
3 shall knowingly go wrong in the
4 managements of ^{our} government. The
5 danger is from another source. It is
6 a want of knowledge and reflection. The
7 man that does not read and reflect, or
8 that cannot read and is indebted to others
9 for knowledge, must necessarily be
10 in great danger of being misled and
11 deceived by designing and aspiring dem-

[12]

12 agogues. The genius of our government
13 is such that the complexion of the
14 rulers is a correct portrait of the people
15 true in all its features and expressions
16 of character both intellectual and moral.
17 He is the common measure of the
18 knowledge or ignorance, virtue or vice,
19 liberality or selfishness of his constitu-
20 ents. As the pulse indicates the exis-
21 tence and operation of disease ^{in the human system}, so the

1 character and conduct of the rulers, is a
2 correct standard ^by which^ to [ascertain] the true
3 state of popular knowledge and virtue.

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

[13]

13 from which ^all power^ originates and to which
14 it ultimately returns. It has been
15 remarked by a shrewd observer of
16 mankind, give me the laws of a
17 nation and I will tell you its character
18 of this is true of any people, it is of
19 most emphatically true of us.

20 The reckless prodigality of the legis-
21 lator and the shameless exhibition of

1 ignorance and selfishness in his legis-
2 lation, is nothing else than an hon-
3 est, tho' undesigned, exhibition of
4 the general character of those whom
5 he represents. However mortifying and
6 humiliating may be the thought,
7 it is none the less true. Common
8 sense and sound philosophy forbid
9 any other conclusion.

10 Fan does not answer to fan in
11 water more truly than ^ruler to^ people in
12 such a government as ours. It is well ^for us^
13 to understand this matter thorough-
14 ly, that we lay the blame where it

[14]

15 belongs and apply the proper remedy and
16 in the proper place. It is customary
17 to cast all the blame of unwise legis-
18 lation, or maladministration upon
19 the public agents, and heap censure upon
20 the instrument without considering
21 the hand that wields it. This is both

1 unwise and unjust. Unwise, because
2 it is vain to attempt to purify the
3 streams while the fountain remains
4 impure. Unjust, because the repre-
5 sentation may justly be considered
6 the intellectual, moral and political
7 index of his constituents, and that
8 his sentiments and principles ~~and sentiment~~
9 are only a reflection of the senti-
10 ments and principles of those whom
11 he represents.

12 Public virtue, intelligence, integ-
13 rity and liberality must rest upon corres-
14 ponding traits in individual character.
15 There is no other basis on which it

[15]

16 can rest. Whatever strengthens, or weakens
17 the latter, exerts a corresponding in-
18 fluence upon the former. Whenever
19 legislation becomes characterized by sel-
20 fishness, a disregard to the general good
21 and a want of enlightened and liberal views.

1 Whenever the public welfare is sacri-
2 ficed to private, or sectional interests
3 and legislators seek political capital
4 more than the public good, then
5 we may conclude with unerring ^certainty^, that
6 as a community we are degenerating,
7 and that virtue and knowledge are in the
8 minority. The violation of public
9 faith will never precede individual
10 dishonesty. Public obligations will
11 never be dishonored while private con-
12 tracts remain inviolable. Public mor-
13 als will not deteriorate till the found-
14 ations of private virtue are sapped.

15 Eternal vigilance is the price of

[16]

16 our liberties. He that is not willing
17 to pay it, may soon expect, like the
18 ^indolently^ pampered heir of a princely fortune, to
19 be deprived of the rich inheritance.

20 We must be vigilant and active, alive
21 to our true interests and real danger

1 would we secure the one and avoid the
2 other. These remarks have been made
3 with no reference to political parties.
4 They refer to general principles, which
5 it becomes us all faithfully to ponder
6 and thoroughly to understand. A partisan
7 spirit has nothing to do in the great
8 and noble enterprise of increasing the
9 intellectual and moral capital of our
10 country. Would that there was less
11 of a partisan and more of a patriotic
12 spirit, a spirit that would estimate
13 the value of public measure by their
14 intrinsic worth and not by their party
15 complexion. But they have been
16 made to direct our attentions to the

[17]

17 true and only source of which
18 we may apprehend any danger
19 to our political Ark,⁶ and ^to^ impress
20 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.”
Oxford English Dictionary, 2nd ed., s.v. “Ark.”

1 the necessity of employing the
2 appropriate means to avert that danger.

3 That we must be an intelligent
4 and moral people, cannot be too
5 deeply impressed upon the public
6 mind. It must be felt and be followed
7 by appropriate action, as our days
8 as a happy and prosperous nation, are
9 numbered. Popular education
10 is justly regarded as the surest bul-
11 wark against anarchy and misrule.

12 The moral man must be cultivated
13 and his powers rightly directed, as it will
14 be vain and worse than vain to stave
15 the intellect with knowledge. Every
16 system of education is defective
17 in proportion as it fails to devel-
18 op discipline and strengthen the
19 moral faculties in connection with

[18]
20 the intellectual powers.

21 The prevalence of ignorance and the

1 destitution of the necessary means of
2 instruction for the rising generation
3 throughout this Union is truly alarm-
4 ing. Few, if any, are fully aware
5 of its extent, and all would be ^almost^ disposed
6 to question the truth of the state-
7 ment that there are in these United
8 States 547,693 white persons over 20
9 years of age who cannot [read] and write.
10 More than half a million of free
11 men, yes, more than one twelfth
12 of the citizens of this Republic over
13 20 years of age, who cannot read
14 the word of God, or their names.
15 Tell it not in Gath,⁷ publish it not
16 in the streets of Avalon,⁸ lest the
17 nations of the earth reproach us for our
18 ignorance. These ~~are~~ stubborn facts brought
19 to light by the census of 1840, ~~which~~
20 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."

1 not these enough to rouse us from
[19]
2 our fancied security and dissipate our
3 dreams of intelligence and virtue? Is
4 not this enough to amount for the
5 prevalence of lawlessness and violence,
6 of villainy and vice, of wretchedness and
7 ruin, that have stalked thro' the
8 length and breadth of our fair Repub-
9 lic? Can anyone wonder at the cor-
10 ruption of public morals, and the viola-
11 tion of public and private confidence?
12 Is it not high time that measures,
13 rigorous measures, were taken to reme-
14 dy the evil and prevent its increase and
15 perpetuity? The whole number of
16 children between 5 and 20 in the U.S. is
17 5,265,270, and the whole number of stu-
18 dents in our colleges, academies, and primary
19 and other schools, is ^only^ 2,476,700, which sub-
20 tracted from the former number will
21 leave 2,768,370 without instruction,

1 more than half of all the children
2 in the Union between 5 and 20 years of
3 age. Then we see, that while we

[20]

4 have been digging canals and constructing
5 railroads, and traversing the surface of
6 the land in every direction with these
7 internal improvements,⁹ ignorance and
8 vice have stolen a march upon [the] world
9 of intellect and morals. The last census
10 discloses the alarming fact that while
11 we are increasing in numbers, we are
12 decreasing in intelligence and virtue, or in
13 other words, the means of intellectual and
14 moral culture do not keep pace with
15 our rapidly increase of population.

16 The duty of providing the means of
17 educating the rising generation devolves
18 upon the states in their individual
19 capacity. Some have already embarked

⁹ Indiana passed the major Mammoth Internal Improvement Act in 1836 with the intention of establishing a comprehensive canal system in the state similar the Erie canal in New York. James H. Madison, *The Indiana Way: A State History* (Indianapolis: Indiana Historical Society, 1986), 83–84.

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

5 Let it never be forgotten that legislation
6 never precedes public sentiment on

[21]

7 any subject, it is only the echo of it.
8 Is any one disposed to censure our
9 legislature for want of interest on
10 the subject of popular education?¹⁰
11 Let him ask, why should the legis-
12 lators take a lively interest in a
13 subject, on which there is such an
14 apathy among the people? All that
15 legislation can do for this cause
16 is to establish a system, and paint
17 out the way things shall be done
18 and the public moneys shall be ex-
19 pended 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.

1 superintend the operation of the
2 system.¹¹ Our system on the statute
3 book is better than it is in opera-
4 tion.¹² Tho' it may be a little complex
5 in its details, it contains the elements
6 of success, if carried out with ^the^ energy
7 and spirit with which common schools
8 were first established in the old
9 Bay State in 1647,¹³ 27 years after the land-

[22]

10 ing of our Pilgrim Fathers.
11 Mortifying as may be the fact
12 that one twelfth of the white citizens
13 of this Union over 20 years of age, are
14 unable to read and write, and that not
15 half of the children between 5 and 20
16 years of age, are receiving instruction

¹¹ Article 8 of the 1851 Indiana constitution established the common school system, the common school fund, and the office of Superintendent of Public Instruction, but does not stipulate specific ways a county may use its share of the education fund.

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

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 United States. Paul Monroe, *Founding of the American Public School System* (New York: Haffner Publishing Company, 1971), 109–110.

1 in any school, academy, or college: there are
2 still more humiliating facts in rela-
3 tion to some of the States. There are
4 other states in a worse condition
5 than our own, but ours surely is
6 bad enough. According to the last
7 census there are in Indiana 265,506
8 white persons over 20 years of age, of
9 whom 38,0862 are unable to read and
10 write. This is one seventh of the
11 whole number of those over 20 years
12 of age.¹⁴ There are 274,208 children
13 between 5 and 20 years of age. The whole
14 number of students in our colleges,
15 academies, county seminaries, common

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

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.

1 Who is prepared to hear such astound-
2 ing facts as these. I confess I was not,
3 nor did I dream of such a state of
4 things ^before making the investigation^ one seventh of our popula-
5 tion over 20 years of age unable to
6 read and write and four fifths of those
7 between 5 and 20 enjoy no means of education. Is it not time for
8 us, Fellow Citizens, to awake to the
9 actual state of things in our midst?
10 These flood gates of ignorance
11 must be closed, new fountains
12 of knowledge opened and old ones ren-
13 dered more refreshing. Let us know
14 the worst and prepare for it, was a
15 noble sentiment, as applicable to the
16 present time and subject as it was to
17 the one of which it was spoken.¹⁵
18 Let no one fold his hands and say that
19 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.

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1 the difficulty with the same spirit
2 of sacrifice and self denial with which
3 our Fathers met the foe. Is the salva-
4 tion of 17 millions less important
5 than the freedom of 2 millions?
6 Is not the foe we are called to encoun-
7 ter more insidious and dangerous to our
8 liberties and happiness, than the enemy
9 they met and conquered? Shall we
10 hug the delusive phantom of our in-
11 telligence and virtue till ignorance and vice
12 have bound us hand and foot? Let the
13 response from every American heart be
14 No! It is a question, Fellow Citizens,
15 of no trifling import, shall the 163,
16 327 children between 10 and 20 years of age
17 be furnished with the means of instruct-
18 tion, or shall they be neglected, and in the
19 next census, a large portion of be ad-
20 ded to the number of those over 20

1 years of age who cannot read and write?¹⁶
2 Shall they go forth into the world of
3 active life unfurnished with that

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4 knowledge which would render those
5 a blessing and an ornament to society and
6 bereft of that comfort and consolation
7 to be derived from the perusal
8 of the word of God?
9 That mass of ignorance already
10 in our midst will not vanish
11 like the mists of the morning before
12 the rising sun. That dark cloud will
13 ~~gather~~ ^enlarge^ and gather blackness while we
14 ~~she~~ ^look^ supinely on and cry peace to our
15 selves.¹⁷ We may pity those of our fellow
16 citizens on whose minds the light
17 of ~~knowledg~~ ^science^ never shone, and sympathize with them in their deprivation of
18 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. The war is actually begun!” Henry, *Patrick Henry*, 266.

1 knowledge would have imparted to them,
2 yet let us not waste our sympathies
3 in fruitless regrets.

4 If we would make the rising
5 generation industrious, upright and in-
6 telligent citizens, we must furnish
7 of training them. The expense of edu-

[26]

8 cating them will not equal the loss
9 consequent upon neglect. Who would
10 wish to live in a community where
11 ignorance ruled and vice triumphed?
12 What parent would be willing to
13 raise a family in a society where he
14 knew every contact from without
15 would be moral pollution, and every
16 influence beyond the family circle
17 would be more deadly than the
18 sirocco of the desert?¹⁸ Many a one has
19 sacrificed his property to escape from
20 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."

1 has remained only to witness the
2 wreck of his fondest hopes. Many a
3 broken hearted mother has gone to
4 her grave with nothing to dispel the
5 gloomy forebodings that she was
6 leaving her fatherless ones to become
7 a prey of ignorance and vice. Shall
8 we do nothing to remedy this evil and
9 dry up these fountains of parental
10 grief? Would that the signs and tears

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11 that the destitution of primary
12 schools and other means of intellectual
13 and moral culture, have occasioned
14 throughout the length and breadth of
15 our state, were collected and uttered
16 in the hearing and shed in the sight
17 of this audience! We should feel,
18 Fellow Citizens, that this dismal
19 picture was no fancy sketch and
20 be disposed to say, and say with
21 emphasis too, the half was not

1 told us. If such be the disease
2 that is preying upon the happi-
3 ness and prosperity both present and pros-
4 pective, of our youthful state, then
5 let us know the remedy and apply
6 it. As no expense is spared to se-
7 cure health and soundness to the phys-
8 ical system, shall we be less liber-
9 al in providing the means for the
10 cultivation of the intellectual and
11 moral man? We have expended

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12 millions upon internal improve-
13 ments, and the construction of these works
14 has swelled the mass of ignorance in
15 our midst and opened new sources of
16 vice and pollution. We have incurred
17 a larger debt, and our burdens are indeed
18 heavy;¹⁹ but we can better pay the

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, *Indiana Way*, 83–84.

1 interest on this larger sum, yes and the
2 principle too, than meet the expense
3 and loss growing out of ignorance and
4 crime induced by it, to say nothing
5 of the wreck of domestic hopes and happi-
6 ness that follow in its train.

7 It would be delightful to pause
8 and dwell upon the happy results flowing
9 from the successful operation of a
10 system of education which should
11 faithfully and fully cultivate the intellect-
12 ual and moral man. What sources of
13 intellectual enjoyment would it open?
14 What delightful employment would it
15 furnish for the leisure hours, which
16 every man has at his disposal. How
17 pure and heavenly the enjoyment [~~connected~~

[29]

18 ~~with~~] converse with the mighty deities,
19 those who have blessed their race for
20 time and eternity. What domestic peace
21 and comfort would it secure. How many

1 happy hearts would it gladden. How
2 ^much^ filial obedience and love would it
3 foster and strengthen. How would it re-
4 fine and improve social intercourse
5 and bless us in all relations of social
6 life. It would make relatives more
7 affectionate, friends more faithful,
8 neighbors more kind, associates more
9 agreeable and everybody better. It would
10 qualify the citizens to discharge
11 duties aright. It would make him
12 wise and virtuous, an enlightened elector
13 and a faithful ruler. It would train
14 him to make laws and obey them.
15 It would accomplish all this and
16 secure a thousand other blessings.

17 Shall we, Fellow Citizens,
18 have the unspeakable pleasure of
19 enjoying such blessings and transmitting

[30]
20 them to posterity, the richest legacy
21 that earth can yield? Yes. We may,

1 if we are willing to put forth the
2 requisite effort to secure them. Is
3 it not a noble enterprise and worth of
4 any sacrifice? What is wealth in com-
5 parison with virtue and knowledge? ~~It is~~
6 These are to the intellectual and moral
7 man what health is to the physical
8 man. If money and effort can secure
9 such blessings, shall they not be freely
10 bestowed? If influence and self denial
11 can gain them shall they not ^{be} cheerfully
12 given? Does any one ask, how can I
13 do my duty in this matter?

14 It is important to the success of
15 every enterprise that that there be unity
16 of sentiment and harmony of action. It
17 should be an established maxim with
18 every one to keep his mind open to
19 the convictions of duty, and never let
20 prejudice usurp the throne of reason.
21 Prejudice backed up by stubbornness

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1 sometimes dignified by the name
2 of independence, or consistency, has
3 wrought more mischief and defeated
4 more wise and judicious plans for the
5 good of mankind than have ever
6 been carried into effect. It has often
7 reversed the decisions of conscience
8 and reason, and has met an array of
9 irrefragable arguments with an
10 omnipotent, "I want."

11 If the suggestions, that may be
12 made in the course of this lecture
13 commend themselves to reason
14 as judicious and wise, to conscience
15 as obligatory on every good citizen,
16 let them not be nullified by this
17 sovereign veto. Let them be duly
18 weighted and fairly tested. Let us all
19 begin at home in our own family
20 in our own district. Example has
21 ever ^been^ more efficacious than precept.
22 Have we done all in our power

1 in the domestic circle to render its
[32]
2 members useful and happy? Have we
3 trained our children to obedience
4 to parental authority, and thus given ^them^
5 the first lesson they will have occasion
6 to practice in political and social life?
7 What more unlovely sight than a stub-
8 born, self willed and self conceited youth
9 disobedient in the school, restive under
10 any restraint of any kind [however] necessary
11 to his happiness and welfare! Where
12 did he get that education, or rather
13 where was he thus cruelly neglected?
14 Many a promising youth ruined
15 by parental indulgence, will answer
16 that question, at home, at home!²⁰
17 I hope there are no parents present in
18 whose bosom such a question and such
19 a reply, will awaken unwelcome

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.

1 association and bitter reminiscences of
2 parental unfaithfulness.

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

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5 all its departments as ^that^ we ^ought^? Has that
6 district school had my countenance
7 and cooperation? Have I done all in
8 my power to secure a competent
9 teacher and to encourage him in his
10 arduous duties? Have I encouraged
11 the district school by my counsel
12 and pecuniary means, have I made
13 any sacrifice to lengthen the time
14 of the school by personal contribu-
15 tions and improve its character by
16 personal visitation and counsel?
17 These, and many other questions, that
18 might be asked, will disclose his ^duty^
19 and suggest to any one desirous to
20 do it, where he is to begin and
21 have to act.

1 There is a more intricate con-
2 nection between parental faith-
3 fulness and subsequent success in life
4 than most are aware of, and it will
5 be readily admitted by those who

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6 have had parents that did this
7 duty in training them to implicit
8 obedience and taught them that they were
9 not to live for themselves exclusively.

10 There would be no trouble in
11 the school, in the college, in the com-
12 munity, if everything had been kept
13 right at home. The parent is the
14 first teacher and gives ^a^ character to the
15 pupil, which, it ^is^ seldom that his
16 subsequent instructors can essentially
17 modify or change. As an instructor
18 of youth I wish to have nothing to
19 do in reclaiming one who has
20 the first rudiments of obedience
21 to learn. If parental ~~authority~~ ^kindness^ can-

1 not win, nor parental authority
2 subdue, what hope is there that
3 any other human influence can con-
4 troll him?

5 In nothing did our Fathers ex-
6 hibit their wisdom and forethought both

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7 for the happiness of their posterity
8 the perpetuity of our civil and religious
9 institutions, than in their system
10 of popular education. They taught
11 their children [to] prize knowledge and
12 to appreciate its values by the
13 efforts they made to secure to
14 them the means of obtaining it.

15 They are originators of the
16 plan of universal education and
17 have set us a noble example
18 of patriotism and self denial, in
19 the ordinance they passed in May
20 1647 that ~~then should be~~ in every
21 township containing fifty

1 households there should be a school
2 to teach all the children to read
3 and write.²¹ This is the origin of that
4 system ^which^ with but slight modifi-
5 cations has been adopted through-
6 out the Union. A noble monument
7 of our fathers' wisdom and forethought!

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8 Though it may not be necessary
9 for us to sustain our primary schools
10 by direct taxation as they did, in
11 consequence of the rich patrimony we
12 inherit ^to that purpose^, yet ~~it~~ we should be prompt
13 and ready to render any assistance ne-
14 cessary to give them efficiency and effort.

15 The school district is a little
16 republic in which has been trained
17 both intellectually and politically many
18 an ornament of our country. In
19 the managements ~~of its~~ have been
20 developed and cultivated a republican

²¹ See footnote 13.

1 spirit, that has shone itself in arts
2 of noble and generous daring, and in deeds
3 of pure and lofty patriotism. In con-
4 ducting its business there will ~~often~~
5 exist a great diversity of sentiment and
6 ^there will often be^ an exhibition of stubbornness and stupid-
7 ity, that will call for the exercise of
8 all the patience of a Job²² and the meek-
9 ness and forbearance of a massif.²³ This
10 is ~~often~~ ^frequently^ seen in relation to the site

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11 of a school house, the location and kind
12 of chimney, the number and kind of
13 windows, the arrangement of the
14 seats, or the supply of fuel. Such
15 things ~~frequently~~ ^often^ give occasion for
16 an exhibition of as great a pertinacity
17 of opinion, obstinacy of temper and a
18 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.

²³ A large central mass of a mountain or large rock formation. *Oxford English Dictionary*, 2nd ed., s.v. "massif."

1 played on the floor of congress in
2 relation to the weightiest matters
3 of state. It is the very nursery of
4 true genuine democracy, and is admi-
5 rably fitted to train us to mutual
6 forbearance and submission to the
7 will of the majority, and to develop
8 the genius and spirit of the republicanism.

9 It is to the proper management of
10 this little republic, this imperium
11 in imperito,²⁴ that we must look
12 for the success of common schools.

13 We must begin at home, in
14 our own district, and manage its

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

²⁴ This is a reference to states' rights. Imperium in Latin means government, dominion, or authority. Imperito in Latin means to exert authority over. *Oxford Latin Dictionary* (1982), s.v. "imperium" and "imperito."

1 to the object and design of common
2 schools. We must shrink from
3 no duty, be disheartened by no obstacle
4 and come nobly up and meet any demand
5 for pecuniary aid that the success of
6 the school requires without asking
7 any other question, than does the
8 welfare of school demand it and will
9 the good of all the children be pro-
10 moted by it? I have no sympathy
11 with that spirit that cannot merge
12 self in the public good. The dis-
13 trict school was designed for the equal
14 benefit of all ~~the~~ children within
15 its bounds without distinction.
16 All arrangements should be made
17 with reference to the convenience
18 comfort and improvement of the pupils.

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19 If this is lost sight ^{of} in the conflict
20 of opinion, and victory in relation
21 to any favorite policy, is sought at the

1 expense of the general good, then fare-
2 well to the peace and prosperity of the
3 school. Many a one has proved a
4 a perfect tyrant in this school district, and
5 furnished lamentable evidence of
6 what stubbornness and self conceit can
7 accomplish in the week of demolition.

8 The propensity of this little repub-
9 lic, as well as all others, depends
10 upon the intelligent views, harmoni-
11 ous action and liberality of its members.
12 These are the elements of prosperity
13 and success in every society, both so-
14 cial, civil and religious. Without this
15 nothing great and good can be accom-
16 plished, and with them every noble and
17 praise worthy enterprise will succeed.

18 The want of success in our common
19 school system is not owing so
20 much to any defect in the plan, as in

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21 the lack of efficiency in carrying its

1 provisions into effect. The best system
2 that has been devised would be
3 a dead letter, if there was not spirit
4 enough in the community to carry
5 out its design.²⁵

6 All that is absolutely necessary
7 for the successful operation of
8 our common schools, Fellow Citizens, has
9 been done by the general and state govern-
10 ments. The former has granted every town-
11 ship a 36th part of its area for education
12 al purposes. The state has adopted a
13 system of popular education and given us
14 the interest of one half of the surplus reve-
15 nue to aid the enterprise.²⁶ We are di-
16 vided ^into school districts^, a provision has been made for
17 such division where the density of the pop-
18 ulation will admit, and each district has
19 sole control of its own affairs. Govern-

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.

1 ment has acted the part of a prudent
2 and judicious parent. It has imported aid

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3 and the principle of encouraging effort
4 and not ^of^ superseding the necessity of it on
5 our part. It says, I have helped you,
6 now help yourselves. What more could
7 be desired? We have all the elements
8 of success within our reach, shall they
9 be used and we reap the blessed and hap-
10 py results, or shall they be neglected and
11 the disastrous consequence of our indo-
12 lence and apathy be experienced by our
13 children from generation to generation,²⁷
14 is the question we are now called upon
15 to answer? I have said that all the
16 elements of success are within our
17 reach and under our control. Can any
18 one doubt of success, if all will
19 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).

1 We deserved not the blessing, if we have
2 not the enterprise and patriotism to
3 employ the means to secure it, aided
4 as we have been by a generous and en-
5 lightened legislation. I trust you will
6 not be recreant to your duty and interest

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7 Fellow Citizens, but will nobly
8 come up to your duty on this subject.
9 Merit, and we shall receive the blessing
10 of posterity. Neglect our duty and its ins-
11 pirations will rest upon our memory.

12 As citizens of these little republics
13 these nurseries of true genuine democ-
14 racy, let us bring to their management
15 noble and generous sentiments, pure and
16 lofty patriotism, then we shall be
17 prepared to bear with each others im-
18 perfections, to receive light and instruction
19 from every source. Then we can ap-
20 preciate the difficulties that may exist
21 in the minds of our fellow citizens, and

1 learn to treat each other with kindness and
2 candor. Let our towns and villages be
3 divided into districts, ~~a thing that has as~~ ^where this has not^
4 ~~yet been done in but a very few instans~~ ^already been done^.
5 Let there be awakened in every one
6 a noble and generous emulation to do
7 his duty to God and his country. Then
8 we shall see that a liberal provision

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9 for the education of our children,
10 not only wise, but economical. How
11 many a parent has had to pay ten-
12 fold more to extricate his ignorant
13 and wayward son from difficulty
14 into which he has brought himself
15 for want of being trained to obedi-
16 ence and respect of the rights of others,
17 than it would have cost him to
18 have educated all his children.

19 In this matter many are penny

1 wise and pound foolish.²⁸ They will
2 decorate the outer man and leave the
3 intellect and heart a prey to ignorance
4 and to those habits that lead to the
5 penitentiary and the gallows. They justly
6 deserve the dying reproaches of their
7 unhappy offspring.

8 As citizens let us make liberal
9 provision for the education of all
10 the youth in the district without
11 distinction. We are all interested in
12 the intellectual and moral improvement
13 of [those] with whom we and our child-

[44]

14 dren associate from day to day. We
15 should be remunerated an hundred
16 fold for all it might cost us to train
17 the children of the ^poor and^ widow, in the
18 satisfaction of seeing them becoming
19 good and useful citizens. They will soon
20 be among the sovereigns, and we must

²⁸ “Penny wise, pound foolish,” was first coined Robert Burton (1577-1640) in his book, *Anatomy of Melancholy*. Robert Burton, *The Anatomy of Melancholy* (1621), 3 vols. (New York: Dunton, reprint 1964).

1 feel their influence for good or evil
2 in more ways than one.
3 Shall we adopt the miserly policy of
4 those, who say, I have educated my chil-
5 dren and others may do the same, without
6 counting the cost? Who can estimate
7 loss to a neighborhood, or settlement
8 arising from the petty depredations, the
9 idle and vicious conducts ^habits^ of a single family.
10 Who can tell how much the com-
11 munity will suffer in its moral
12 pecuniary and political interests in con-
13 sequence of that family being left to
14 grow up in ignorance and vice?

15 Let us as citizens in our respective dis-
16 tricts make liberal provision, adopt
17 an enlightened policy and cherish a deep

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18 interest in cause of popular education.
19 The declaration of God's word will
20 be found to be as true and applicable
21 in this matter as in any other.

1 “There is that scattereth and yet increase
2 and there is that with holdeth more than
3 is meet and it tendeth to poverty.”²⁹ Let
4 us not despise, or disregard the lessons
5 of experience and the counsels of ~~in~~
6 ~~spirational~~ly wisdom.

7 When we have done our duty as
8 citizens, we shall be both prepared and
9 willing to consider the question
10 how can I aid the cause as a parent?
11 This is a subject on which much
12 might and ought to be said. The success
13 of a school depends in no small degree
14 upon the countenance and cooperation
15 of parents. We are creatures of imita-
16 tion and our opinions are not a little
17 influenced by the sentiments of
18 our parents. If parents are interested in the
19 schools, speak of it in terms of con-
20 sideration, cooperate with the teacher

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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.”

1 in all wise and judicious efforts to im-
2 prove its character and increase its influ-
3 ence, the children will prize its priv-
4 leges and be disposed to improve them.
5 This interest is most effectually man-
6 ifested by visiting the school, speak-
7 ing of its value and importance, urging
8 children to improve their time furn-
9 ishing them with the necessary school
10 books, securing uniformity in them,
11 guarding against unnecessary detection
12 of them at home and sending them
13 promptly and in due season. Here let me
14 say ~~in the name and behalf of teachers,~~ that
15 there is nothing more discouraging to the ^teacher^
16 nothing more unfavorable to the im-
17 provement of the child than irregulari^ty^
18 ^in attendance^ and a want of punctuality. What indeed
19 could be more discouraging to the pupil
20 than to be detained from school ^every^
21 once in a few days. It retards his prog-
22 ress and is a serious obstacle to his im-
23 provement. It need not be done, if

1 proper care and forethought is exercised.

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2 The teacher needs your sympathies and
3 claims your cooperation. What more
4 powerful incentive to induce him, to
5 fidelity than your presence to witness
6 his toils, your counsels to cheer his
7 desponding feelings, and your cooperation
8 to aid his efforts? On you ^{^also^} in your
9 collective capacity, devolves the respon-
10 sibility of selecting the instructor
11 of your children. See that he is
12 competent to the task of training
13 their intellects, ~~rousing~~ ^{^directing^} their energies
14 and cultivating their morals. It is
15 not every one that has the intellectual
16 attainments to teach, that possesses
17 the moral qualification and the
18 capacity of imparting knowledge.
19 What would you think of a profane
20 and an intemperate school master?
21 Who would commit either the in-

1 tellect or the heart to such an individ-
2 ual to train and disciple? How

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3 many have had committed to
4 them interesting youth to teach
5 and govern, who could not govern
6 themselves, but would fly onto a pass-
7 ion ^ on the slightest provocation^ and act like a madman. What
8 considerate parent would commit
9 his child to the care of one, who had
10 no fondness for children, took no de-
11 light in watching the developments of
12 the youthful mind and had no order or
13 system in the discharge of his impor-
14 tant duties? Is such an one compe-
15 tent to the tasks of directing the efforts
16 of our children, developing the intel-
17 lectual and cultivating the moral powers?

18 Who would commit materials
19 ^even of the grossest character^ to an incompetent workman with
20 the perfect knowledge that he would
21 not obtain the article he wished unless

1 by mere accident? If you would
2 not send your leather to an unskill-
3 ful shoemaker, or your grain to a
4 careless miller, why should you
5 commit such precious materials

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6 as the minds and hearts of your child-
7 ren to be trained, to one utterly
8 incompetent to the duty?
9 It may be said competent teachers
10 cannot be obtained. How can
11 we expect skillful mechanics
12 as long as we patronize and encour-
13 age unskillful ones? Let there
14 be a demand for good ones and it
15 will not be long before we shall
16 have them. ~~So~~ ^The same is true^ of school masters.
17 Let it be understood that our
18 incompetent teacher cannot find
19 employ and it will not be long before
20 a suitable one can be obtained.
21 Whenever there is a demand for a

1 good article, it will soon be found
2 in the market; but buy the poor or
3 inferior and say nothing about a better
4 and you may die in expectation of
5 a superior one. The impression
6 that is very prevalent that anyone
7 will answer for a teacher who

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8 can read a newspaper and write an
9 article of agreement without miss-
10 pelling any of the words, shows in
11 what estimation the ~~employment~~ ^occupation^
12 of a schoolmaster is held. Elevate
13 the profession and connect with it the
14 appropriate compensation, and persons
15 will not be wanting ~~willing~~ to enter
16 and labor in the profession for life.
17 Associate with the employment hon-
18 or and a competency, and you will not ^long^ be
19 compelled to lament a want of
20 suitable instructors. Employ only
21 competent teachers and the incompet-

1 tent will either quit the field, or
2 qualify themselves for the business.
3 It may be well ~~for us~~ before
4 we proceed any further, to inquire what
5 ~~light~~ light is shed upon our path by
6 the experience of other states. How
7 have they brought their common
8 schools to their present improved state
9 and what are they doing to elevate them
10 still higher in the scale of usefulness.
11 I shall refer to three states in which

[51]

12 a different course has been pursued
13 with different degrees of success.
14 Massachusetts supports her schools
15 by direct taxation levied and paid
16 in the same manner as her other
17 taxes. The amount raised in this
18 way for 1839, ^{^was^} 477, 221.24, the source
19 from local funds was 15, 270.89.³⁰
20 Her tax for schools amounts to 64 cents

³⁰ The numbers contained here are in dollar amounts.

1 upon each individual. She has a Board
2 of Education and a secretary, who has
3 visited every township in the State.
4 Under his superintendence an
5 Abstract of the returns from all
6 the towns is published contain
7 ing the most interesting body of
8 facts, statistics and suggestions in
9 relation to common schools that
10 I have ever seen. This Board of Edu-
11 cation have the oversight and superin-
12 tendence of the publication of a
13 Common School Library to consist
14 of 100 vols 50 of 12ⁱⁿ and 50 [of] 18ⁱⁿ.

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15 The works of practical character,
16 literary worth and mechanical ex-
17 ecution have not been ^excelled to^ equaled
18 by ^the machinations of^ any association of men ^with^ whom
19 ~~production~~ I have ever ~~seen~~ ^been acquainted^. They
20 ought to be in every county library
21 ~~in our state~~ and school district in

1 our state if the means could be obtained
2 to procure them. Her common
3 schools are not surpassed by those
4 of any other state.

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

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

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17 advancement of education and pro-
18 perty of our common schools, by
19 school visitors, and parents, than there
20 was 20 years ago. “Teachers,” says the
21 same gentleman, “would exert them

1 selves more if their wages were to be
2 drawn immediately from the pockets
3 of their patrons; and parents would also
4 take more interests in schools and do
5 more to encourage their children and in-
6 structors, if they were to pay school-
7 masters out of their own pockets.”³¹

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

11 New York embraces in her sys-
12 tem a wider range. A portion
13 of her literary fund is appropriated
14 to common school, another to
15 academics and another to her colleges.
16 In the distribution of the annual
17 income ^of the part^ appropriate to common [schools]

[54]

18 the says to the township, your
19 portion of this fund is so much,
20 raise an equal sum by taxation

³¹ Source of quote cannot be identified.

1 and you should receive it, but not other-
2 wise. Thus the endeavours to com-
3 bine the two advantages of a
4 fund and direct taxation, knowing
5 that one should be on the one hand, that what
6 costs nothing, is worth nothing, and on
7 the other hand lightens the burden of taxa-
8 tion. This seems to be the true
9 course combining individual effort
10 with public aid. She has also
11 appropriated \$100,000 annually for
12 five years to aid every school dis-
13 trict in the State in procuring
14 a library. This is distributed upon
15 the same plan of helping those
16 that will help themselves. She gives
17 \$10 to every district that will raise \$10
18 more for that purpose. A gentleman

[55]

19 from one of the southern counties
20 says that it has the happiest effect
21 and there is no difficulty in raising

1 the amount requisite to secure
2 the beneficent aid of the state.
3 To academies she appropriates
4 annually another portion of her
5 fund according to the number
6 of classical students, that is, those
7 who have prosecuted the study of
8 the dead languages or the ^{higher} branches
9 of English studies. The number
10 of her academies is 132 and the sum
11 distributed to them is 40,000.

12 To her colleges she lends assistance
13 ^{as it} is needed. When the citizens in any
14 portion of the state raise and secure
15 30,000 in building ^{site} apparatus or
16 she pledges herself (see sec 6 act relative
17 to the University [illegible] April 5, 1813) to aid.
18 She has no state college or university.

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19 Let us gather from the operation of
20 these systems such hints as commend
21 themselves to our judgment as wise

1 and ~~embody~~ ^incorporate^ their hints into our own system.
2 Let us ascertain, if possible, the moving
3 power of these systems, what gives
4 them the life and vitality they possess
5 and endeavor to perfect our own by the light of experience. Our own
6 system contemplates libraries and au-
7 thorizes the ^annual^ appropriation ^ ~~a part~~ any sum^ of the
8 ~~school~~ funds ^exceeding^ for the purpose of pur-
9 chasing a ~~school library~~ suitable
10 books, if the people of any district
11 agree to ~~make the appropriation~~ ^raise by donation or a tax^.
12 We may have the same blessing
13 which others find so valuable, if
14 we are willing to make the requi-
15 site effort to obtain it.³²
16 A common school library would
17 be found to be a very valuable and
18 important auxiliary to popular

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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.

1 education. It would tend to
2 cultivate a taste for reading, furnish
3 suitable employment for leisure
4 hours, guard inexperienced
5 youth from the danger of forming
6 vicious habits and becoming connected
7 with vicious associates. It would
8 diffuse useful knowledge thro'
9 all classes, both old and young.
10 It would supply amusements and
11 instruction to parents and children,
12 and give a fresh impulse to learn-
13 ing and impart new zest to the
14 pursuits of knowledge. It would
15 lure the youthful mind on in its efforts
16 to ascend the hill of science
17 and render him conversant with those
18 who had preceded him and familiar
19 with their difficulties and their success.
20 Its influence would be happy and only
21 increasingly so from year to year.
22 I know something of the effects

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1 of a library of well selected books
2 upon the youthful ^mind^ in strengthen-
3 ing its thirst for knowledge and kind-
4 ling those desires for higher attain-
5 ments, which has carried it thro'
6 difficulties and over obstacles once
7 deemed insurmountable.

8 We now come to consider
9 the next grade of literary insti-
10 tutions, ^in^ academics and county semi-
11 naries. They are a most important
12 auxiliary in the course of popu-
13 lar education. It was a happy
14 thought in our legislators to
15 make crime sub serve the course
16 of knowledge, and thus bring good
17 out of evil and make villainy con-
18 tribute the means of correcting and
19 ~~checking~~ itself.³³ The establish-
20 ment of county seminaries, secures

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.

1 a more equal distribution of
2 [59]
3 the means of intellectual culture
4 anticipates and prevents ^the^ injudi-
5 cious location of academies and
6 indeed supersedes in a great
7 measure, if not altogether their
8 necessity. It is important for
9 the cause of learning that they
10 be not crippled in their energies
11 and usefulness by premature ope-
12 ration, and thus degenerate into
13 mere common schools.³⁴ I could
14 wish there was one in every
15 county in our state, under
16 a competent Preceptor and in
17 successful operation. They should
18 not be put into operation till the
19 fund amounts to at least \$5000.

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.

1 Then the income of that fund
2 together with the tuition would
3 be sufficient to command the
4 services of a competent Instructor.

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5 With such a fund to begin its
6 operations, it would certainly be
7 a strong inducement to the people
8 of the most eligible plan, to con-
9 tribute the ~~necessary~~ funds for the
10 erection of the necessary buildings.
11 I believe the experience of the next
12 twenty years will show the wisdom
13 of such a course over the plan
14 adopted in many counties. There
15 are scarcely half a dozen county
16 ^seminaries^ in the whole state that are
17 anything more than the common
18 school of the place. It was designed
19 for the benefit of the county, and should
20 not be erected till the wants of
21 the county demand its erection.

1 What is the result of this premature
2 effort? The funds are inadequate
3 to ~~employ a qualified~~ secure the
4 services of a qualified instructor.
5 (^ Incompetent ~~teachers~~ instructors are therefore em-
6 ployed.^)

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7 The character of school suffers,
8 so that many a man, who would
9 otherwise send his son to the
10 county seminary, is compelled to
11 place him at some distant
12 college. Thus his countenance and
13 cooperation is lost to the course
14 of home education, ^In this way^ the county
15 seminaries languishes and fail to
16 accomplish the high and noble pur-
17 pose they were intended to answer
18 and ~~the~~ additional labor is ~~imposed~~
19 ~~on our colleges~~ of preparing young
20 men to commence a collegiate course
21 of study ^is imposed upon our colleges^. They ought ^also^ to perform a

1 very important part in the work
2 of furnishing teachers for our com-
3 mon schools, and under wise and judicious
4 management with competent
5 instructors then may accomplish
6 much the good of the rising gen-

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7 eration. Time will test the correct-
8 ness, or incorrectness, of these views
9 and I am willing to abide its decisions.

10 Let us in conclusion, inquire
11 what connection have colleges with
12 popular education. Many have the
13 impression that they are aristocrati-
14 cal in their character and influence and
15 the resorts of only the sons of the rich and
16 affluent. To correct this erroneous im-
17 pression I would say the two with ^which^
18 I have been connected, that ^of the former^ four fifths
19 of the students were young men de-
20 pendent in part, or entirely upon
21 their own resources. That a larger share

1 of them were farmers and mechanics
2 sons; who had labored on their father's
3 farms, or in the paternal workshop,
4 and were not ashamed to have it known
5 that they had and knew how to work.³⁵
6 Of the latter, Wabash College, I can say
7 that thus far that nine tenths of these
8 students are compelled to practice

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9 the most rigid economy to sustain
10 themselves. What, let me ask, is there
11 [aristocracy] in young men strug-
12 gling with poverty and practicing self-
13 denial to obtain knowledge and an
14 education that will fit them to be
15 come useful and valuable citizens. Who
16 is the proud, haughty and self conceited
17 man, the individual who has
18 been taught that knowledge is
19 boundless and wisdom illimitable
20 and that his utmost efforts one earth

³⁵ Mills attended Dartmouth College where he received a bachelor's degree in 1828.

1 will only bring him into the vesti-
2 bule of her temple; or the man
3 who measures his consequence by the
4 clothes he wears, or the wealth
5 he possesses? True wisdom and real learn-
6 ing are always modest and unassuming.
7 It is the affectation of it that may
8 have given some ~~ground~~ ^occasion^ for the im-
9 pression. ^But^ It is an ill founded prejudice,
10 the offspring of ignorance and envy in
11 many cases, and the sooner our minds are
12 divested of this impression the better.

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13 Does the community derive no benefit
14 from disciplined mind and cultivated in-
15 tellect pervading and mingling with it
16 in the thousand ways by which their
17 influence can be exerted? Do they
18 exert no conservative influence upon
19 the body politic? Would it be of no
20 advantage to our State ~~ha~~ if all
21 her professional men had enjoyed the

1 advantages of a liberal education? This
2 question is not asked in disparagement
3 of those who have not enjoyed such ad-
4 vantages. Many of our professional men,
5 not withstanding the disadvantages under
6 which they have labored, have risen to
7 eminence and distinction, for which they
8 deserve great credit, but this does not
9 prove that they would not have been
10 profited by a ~~thorough by an~~ thorough
11 course of mental discipline, and risen to
12 a still higher degree of usefulness and renown.
13 If they have accomplished so much with-
14 out this aid, what might they not have
15 effected with such assistance? Such

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16 men are not the persons to decry
17 learning and under value literary instu-
18 tions. They will be found seeking for
19 their sons the advantages such institu-
20 tions afford, and ^{^they^} are ever ready to express
21 their regret that they had not enjoyed

1 such aid. Would not our legislation
2 have been characterized with greater
3 wisdom and prudence, if those who have
4 made our laws had been men of
5 expanded views and cultivated minds?
6 Can we not all see that if our
7 lawyers and physicians and ministers, were
8 deeply versed in science, thoroughly
9 trained and disciplined and accustomed
10 to take enlarged and comprehensive
11 views of a subject, not only in their
12 own profession, but also in matter
13 of public interest, the whole com-
14 munity would be benefited and the
15 best interests of sanity promoted?
16 Could we estimate the evils, which
17 ignorant, unprincipled and improvi-

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18 dent legislation has inflicted on ~~soci~~
19 society, could we ascertain the
20 amount of physical suffering, and the
21 moral devastation and ruin, that has

1 been occasioned in every country
2 by ignorance elevated to places of power
3 and influence, we should be prepared
4 to appreciate the value of every effort
5 to enlighten ignorance, correct preju-
6 dice, soften the asperities of life and cul-
7 tivate the finer sensibilities of the
8 soul.

9 From what class of citizens ^let me ask^ originated
10 those lofty conceptions of government,
11 those splendid schemes of internal
12 improvement and noble plans of educa-
13 tion, which are the glory and deference of
14 a country? Who were the men that
15 matured and put in successful operation
16 the machinery of our government?
17 Who had the wisdom to devise a plan
18 by which the finances of our country at
19 the commencement of the Federal Govern-
20 ment, might be extricated from their

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21 chaotic confusion and reduced to a system

1 to the operation of which we owe the
2 ultimate liquidation of our national
3 debt? Who had the foresight to plan
4 and execute such a work as the New
5 York canal,³⁶ and the wisdom to devise
6 means to pay for it? Who applied
7 the power of steam to the propulsion³⁷
8 of boats and then brought distant cities
9 into convenient proximity? Who
10 invented the cotton gin,³⁸ an invent-
11 tion, which has given existence to
12 millions of capital, and value to one
13 source of national wealth, which
14 would otherwise have remained un-
15 productive? They were men trained
16 to deep, accurate and profound thought.
17 When did they acquire this power
18 of minute and profound investigation
19 and form those habits of combination

³⁶ 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.

³⁷ Denis Papin (1647-1712) is the French inventor credited for the creation of the steam engine. *Dictionary of World Biography*, 1999 ed., s.v. “Denis Papin.”

³⁸ For a discussion of Eli Whitney and the cotton gin, see footnote 72 of this chapter.

1 analysis and ratiocination,² which ~~gave~~
2 clothed them with such intellectual
3 vigor and gave them such Herculean
4 strength? In our colleges and universities

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5 almost without exception.

6 We owe more to our ^{^higher^} literary institutions
7 than most are aware of, or are willing to
8 admit. What they ~~have been~~ ^{^were^} in the
9 days of our fathers, they may be in these
10 times. What they did for them, they must
11 do for us, would we preserve and transmit
12 unimpaired our fair inheritance to
13 posterity. They have reared our most
14 distinguished statesmen and jurists ~~of other~~
15 ~~days~~, and it is to the same sources that
16 we must look for their successors.

17 Whence has the sacred desk derived
18 much of its power for good? Where man
19 trained those champions for the
20 truth, who have appeared both in our
21 own and our father land and left their

1 impress on our minds? Where have
2 its brightest ornament obtained their power
3 to sway the mind at will and mould
4 the inner man? Where did Wesley,³⁹ Whitfield,⁴⁰
5 Edwards,⁴¹ Dwight,⁴² Griffin, and a host of others
6 whose praise is in the churches, obtain
7 that intellectual furniture, which made
8
9 [69]
10 them such bright and shining lights
11 in their day?
12 Whence originates that refinement ^of taste^
13 that mental culture and those powers
14 of discipline, which given the author
15 thro' the medium of the press, such
16 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."

⁴⁰ George Whitefield (1714-1770), an English evangelist, was principally involved in the 1740s Great Awakening movement which brought an American spiritual revival. *McGraw-Hill Encyclopedia of World Biography*, 1973 ed., s.v. "Whitefield."

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."

⁴² Timothy Dwight (1752-1817) was an American minister, politician, and the president of Yale University. *McGraw-Hill Encyclopedia of World Biography*, 1973 ed., s.v. "Dwight."

1 would rejoice an angel to possess?
2 From our halls of literature and sciences
3 mistaken and shortsighted then must be
4 the views of those, who decry these
5 nurseries of science and virtue.
6 Can they do all this and have no
7 solitary influence upon the cause
8 of popular education? It is a very
9 common, but erroneous impression
10 that colleges have nothing to do
11 with common schools. What states,
12 let me ask, have the most
13 ample provision and adopted the
14 most enlightened policy in relation
15 to popular education, those which
16 had no colleges, or those which had?
17 Who have entertained the most enlarged

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18 and liberal views upon the subject of com-
19 mon schools, and done the most to estab-
20 lish and improve them, those who have
21 enjoyed a collegiate education, or those

1 who decry such intuitions? Here
2 let history and experience furnish the
3 answer, and put to shame and everlasting
4 silence those who would foster and per-
5 petuate this popular prejudice.

6 Do common schools enlarge and be^come^
7 colleges, or do colleges give existence,
8 foster and improve common schools?
9 Many a young man has gone in his
10 college vacation to some retired village
11 or settlement, ~~(where the people have~~
12 ~~never heard of a college and much less~~
13 ~~have known what is,~~ opened a
14 school, awakened an interest upon
15 the subject of education, that has led
16 to the improvement not only of that
17 school, but all in the township,
18 and induced some interesting youth to
19 seek an education who would ~~have~~
20 otherwise have remained in ignorance
21 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.

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1 trict the next generation, and by his labors
2 and intercourse among them, corrects
3 their erroneous notions, secures their
4 confidence and leads them to see that
5 he is a firm friend of popular edu-
6 cation. His sojourn of one or two
7 quarters in such a place, is attended
8 with the happiest results. He awakens
9 a thirst for knowledge and points to the
10 source from which it may be satisfied.

11 Some promising youth is ~~induced~~
12 is induced to seek an education
13 and in obtaining it becomes a teacher
14 and goes into another settlement where
15 a similar change is wrought with
16 like happy results. Such is the
17 history of hundreds of young men,
18 and thousands have thus been led into
19 the paths of science and risen to distinc-
20 tion and usefulness in subsequent life.
21 I could name a college, which
22 annually sends forth at least one

1 hundred teachers every long vacation
2 and ~~that~~ more than half of her students
3 have been gathered into from the com-

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4 mon school in the way suggested.

5 Who are ~~one~~ the warmest friends ~~of~~ and
6 most devoted supporters of education
7 in all its departments, those whose
8 desires never led them beyond the thresh-
9 hold of knowledge, or those, who have
10 entered her temple and bowed at her in-
11 most shrine? Common schools are
12 never found to flourish and improve
13 where there are no higher institutions
14 to stimulate and encourage effort.
15 They need the fostering care of colleges,
16 and those, who have enjoyed a liberal
17 education, just as infancy does the
18 care and aid of manhood.

19 How many a youth never thought
20 of obtaining an education beyond
21 what the common school afforded, until

1 a school master from some colleges
2 came into his fathers district, acquainted
3 him with the existence, nature and ad-
4 vantages of college, and directed his atten-
5 tion to the practicability and desirableness

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6 of obtaining an education. He has
7 gone to college, and been followed in
8 subsequent years by many a one from
9 his native town or settlement, who
10 would otherwise have lived and died
11 in obscurity and his talents have been
12 lost to the world. ^Judge Dennis and Holbert Barnes⁴⁴

13 How often does the sparkling
14 eye and the intelligent countenance
15 which meets us in many a log
16 cabin and retired settlement remind
17 us of the Poet's
18 "Full many a gem of purest ray serene
19 the dark unfathomed caves of ocean bear;
20 Full many a flower if born to blush unseen

⁴⁴ Cannot identify these individuals.

1 And waste it sweetness on the desert air”⁴⁵
2 and lead us to enquire how shall
3 those mute inglorious Miltons⁴⁶
4 be awakened up; and those Pitts⁴⁷ and Clays⁴⁸
5 and Websters⁴⁹ ^and [illegible]^ be drawn from this ob-
6 scurity? Let our colleges send forth
7 their favored sons thro’ the length and
8 breadth of the land and it will be done

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9 and not till then.

10 Tell me not there is no connection

⁴⁵ Mills is quoting the 1751 Thomas Gray poem: “Full many a gem of purest ray serene,/The dark unfathom’d caves of ocean bear:/Full many a flower is born to blush unseen,/And waste its sweetness on the desert air.” “Elegy Written in a Country Church Yard,” *The Complete Poems of Thomas Gray*, eds. H.W. Starr and J.R. Hendricksong (Oxford: Clarendon Press, 1996), lines 53–56, p. 39.

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.”

1 between colleges and common schools.
2 I know ^by^ experience and observation
3 that there is an intimate connec-
4 tion and a deep sympathy between
5 these primary and higher seminaries
6 of learning. I have seen the opera-
7 tion of this influence and known
8 district trustees send a hundred
9 miles to obtain a college student
10 to teach their school. I have known
11 students go into the same district
12 and teach for two or three successive
13 winters with increasing success.
14 I had classmates in college, who
15 did it. ~~They~~ ^College students^ have taught in my
16 ~~fathers~~ ^native^ district, and I have been instructed
17 by them when I ^lived and^ worked on my
18 fathers farm. They were our best
19 teachers and did much to improve
20 the character of school teachers in

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1 my native state. Many of our
2 most distinguished men in all of
3 the learned professions, have taught
4 district schools ^while members of college^ their memory is
5 cherished with a great deal of ^deep^ interest
6 in those districts where they ^labored^ ~~taught~~.

7 No man can question the in-
8 timate connection between common
9 schools and colleges, and the happy influence
10 of the latter upon the former without
11 exposing his ignorance of the actual
12 state of things in those states where
13 colleges have been established and sustained
14 by individual effort. What they
15 have been to other states, they may,
16 and, if rightly conducted ^will^, be to our
17 own state. I can speak for one
18 and testify that which known. Wa-
19 bash College has hitherto done
20 not ^a^ little in this good cause and I
21 trust will continue to do her

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1 full share to improve our com-
2 mon schools, and furnish many a young
3 man, who will in the course of his
4 education be do much to awaken
5 in others a desire for knowledge.⁵⁰
6 More or less of our students have
7 taught every long vacation, and dur-
8 ing the eight years it has been in
9 operation, fifty four have taught
10 one or more quarters and have in almost
11 every instance proved acceptable and
12 useful teachers.

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

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* (Cincinnati: Wilson, Hinkle, and Company, 1876), 144.

1 the day will come when the employ-
2 ment of teaching youth shall be
3 viewed in its true light and the

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4 instructor be regarded as one of
5 the most important of the public
6 servants and reward as such. Much
7 has to be done ere that good
8 day arrives. Till it dawns, our
9 colleges have got to furnish a
10 large share of our common
11 school teachers, either directly or
12 indirectly. Directly till our
13 county seminaries assume their
14 proper rank in the system of
15 education. Their teachers ^ also^ must be
16 educated in our colleges and be well
17 qualified for their stations, or these
18 seminaries will fail to answer
19 their design.

20 I have endeavored, fellow citizens,
21 to present to your minds a brief

1 sketch of the nature of the edu-
2 cation we need as a people, its
3 necessity, and the happy results of such

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

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

19 Will any one prove recreant to
20 his duty? Shirk in the hour of trial
21 and loosely turn and flee? No!

1 I trust, is the noble and patriotic reply
2 upon ~~every~~^the lips^ of every one of

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3 my audience. Let us do our duty
4 cost what sacrifice it may. It
5 is a noble cause and worthy of any
6 effort it may demand to secure
7 the object. Other enterprises may
8 fail, prove unsuccessful and all
9 trace of them be swept away
10 but it will not be so with
11 efforts to cultivate and improve
12 the mind and heart. These will en-
13 dure and last till time shall reason.
14 Can you, fellow citizens, erect a
15 more enduring monument of your
16 patriotism, philanthropy and piety than
17 by contribution to the establishment
18 enlargement and perpetuity of instu-
19 tions of learning. Can you more
20 effectually live in the memory of
21 future generations and do good through

1 others, than by furnishing the means
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2 for the intellectual and moral cul-
3 ture of the present and future genera-
4 tions? On what will the good
5 man look with the most compla-
6 cency when he stands upon the
7 verge of the grave? Will it be
8 the splendid fortune he leaves to
9 his children, which will in all
10 probability ~~wi~~ll prove their ruin
11 in this world and the next; or will it
12 be the hall of science he has erected
13 and the institution endowed by his
14 liberality, where piety and learning shall
15 flourish and their perennial strains
16 ~~sh~~all flow forth to fertilize and bless
17 the intellectual and moral world?
18 What more cheering prospect could
19 possibly be presented to a benevolent
20 patriotic and pious man, than that of
21 living in the cultivated minds and puri-

1 fied hearts of others thro' succeeding
2 generations down to the end of time?

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3 opening his farm.⁵¹ The quality of land
4 around him on both sides of the
5 creek induced others ^to^ settle near him
6 In a short time the number of
7 families increased sufficiently to
8 require a school district to be organ
9 ized. The day was appointed for the
10 people to meet and elect a site for
11 a school house and decide upon
12 the kind of building they would
13 erect. After some discussion it
14 was finally agreed upon to locate
15 it in a little grove a few rods
16 from the public road near the
17 center of the district. In relation
18 to the house there was diversity
19 of opinion. All agreed that it should
20 be a log house as lumber was

⁵¹ The original manuscript appears to be missing an entry here.

1 difficult to be obtained.⁵² Whether
2 it should be of hewn logs or unhewn
3 was a question a little more diffi-
4 cult to settle. Some said that

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5 it was only a school house, and that
6 it was of no use to be at any great
7 expense, that a ~~rough~~ bough would
8 answer every purpose. Elder Forethought
9 said that ~~it~~^the school house^ would answer the
10 purpose of a meeting house till they
11 were able to erect a suitable church
12 and that he was in favor of making
13 it as neat in its external appearance
14 as the character of the materials will
15 admit. Col. Wise said that tho' it
16 was but a school house he wished
17 it to be as attractive and pleasant as
18 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.

1 side and out, and that all the ^connected^ association
2 with this temple of science should
3 be pleasing and delightful. It would
4 have no unimportant bearing in
5 giving character to their intellectual
6 attainments. Should it be forbid-
7 ing in its aspect ~~uneouth~~ and uncomfort-
8 able in its arrangements the children

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9 would be very likely to connect
10 their dislike of the house with
11 the object for which they were sent
12 to it. It was determined to build
13 it of hewn logs with a shingle
14 roof, and stone chimney, and plank
15 floor. Capt Pinchpenny ~~thought~~ ^proposed^
16 to leave an opening on the back
17 side and the end opposite the
18 chimney by cutting out half
19 of two contiguous legs, for the
20 purpose lighting this hall of science?
21 It would answer the double purpose

1 of a window and ventilator, and could
2 be closed in the winter with
3 oiled paper, which would ad-
4 mit light enough for the boys
5 to see to read and make pot
6 hooks, and besides it would do just
7 as well to preach in since the
8 parson didn't use notes. He backs
9 up the suggestion with the remark

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10 that it would be a great saving to the
11 district as glass was dear and the boys
12 would break it all out the first
13 quarter if ^they^ should put in glass
14 windows. Dea. Countcost replied
15 to him that it was easier ^to^ mend
16 windows than eyesight, and besides
17 it would take all the goose oil
18 in the settlement to varnish the
19 first set of paper lights. That the
20 boy, whose pot hooks had been
21 seriously injured in their construction ^for want of light^

1 would be strongly tempted to give
2 their successors a more respectable
3 appearance by lessening the opacity
4 of the goose oil medium by the
5 help of diverse rents and fissures. The
6 Cap. Pinchpenny's motion was lost
7 and four glass windows were introduced
8 Much to the gratification and comfort
9 of the little urchins who were begin-
10 ning to ascend the hill of science.

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11 The only subject, on which there
12 was any diversity of opinion, was
13 whether the seats should be backless.
14 Some thought every boy could sup-
15 port his own back, but Doctor
16 Considerate told them that it was
17 very dangerous to confine children
18 eight or nine hours daily to seats
19 without backs. To say nothing about
20 deep shoulders and crooked back, there
21 was danger of inducing diseases of

1 the spine and ^their^ carrying them to a
2 premature grave. The Doctor's
3 counsel determined them to make
4 this provision for the pupils com-
5 fort. The house was finished and
6 the day appointed for the first
7 school meeting for the election
8 of district trustees. Mr Loveyouth,
9 Esq. Goodsense and Doctor Considerate
10 were chosen by the unanimous
11 vote of the entire district. The vote

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12 was posed that the board and wood⁵³
13 should not be paid from the pub-
14 lic money, but that they would
15 assemble on a given day and draw
16 wood enough for the winter school
17 and that the Master should board among
18 the scholars. It was suggested that
19 as they had only 25 dollars of public
20 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.

1 by tax or subscription and employ
2 a good teacher for three months.
3 Mr. Cheap ^{said} that they could get his
4 cousin Master Simple for eight
5 dollars a month and then the public
6 money would be sufficient for ^a three
7 months school. Esq. Lovework
8 replied ~~to Mr. Cheap~~ that he always
9 found cheap hands the least profit-
10 able on the farm and he did not
11 see why the same principle did
12 not apply to intellectual as well as
13 manual labor. Besides his boys had

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14 worked well all summer and he
15 wished to get a first rate teacher
16 for them in the winter school.
17 Their time was ~~just as~~ valuable
18 and that with the instruction of a
19 good teacher they could make

1 double or thrible⁵⁴ the advance-
2 ment in knowledge, that they could
3 under an incompetent teacher.
4 The cost of board, fuel and value of
5 time would be the same with
6 either master, while the difference
7 in the results between bad habits and
8 little progress and good habits and great
9 progress in knowledge, was four
10 fold the expense was only two
11 fold. He was entirely in favor of
12 a competent and well paid teacher
13 His opinion prevailed and the Trus-
14 tees employed Master Faithful.
15 The school began on the first
16 Monday of December. The child-

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17 dren all assembled at an early
18 hour in expectation that the Teacher
19 would “take up” at sunrise. He
20 did not make his appearance till

⁵⁴ A dialectical variation of treble, meaning threefold or three times. *Oxford English Dictionary*, 2nd ed., s.v. “thrible.”

1 half past eight o'clock. He enters
2 the school house with a smiling
3 countenance and find the scholars
4 all in their seats waiting his com-
5 munications. He expresses his grati-
6 fication at their promptness and pro-
7 ceeds to remind them of the object for
8 which they have come to school and
9 what is necessary on their part to secure
10 that object. He points out to them
11 their relations to God, ^to^ their parents and
12 one another, and the duties and obligations
13 connected with those relations.

14 He invokes God's blessing upon
15 their connection with each other
16 as teacher and pupil upon their parents
17 and friends, and seeks wisdom from
18 above to direct and aid himself and

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19 them. The duties of the first day
20 are closed with the reading of a
21 chapter in the Bible. The scholars

1 are dismissed pleased with their
2 new teacher. He proves to be
3 kind and affectionate in his dispo-
4 sition securing the love and respect
5 of his pupils and the esteems and con-
6 fidence of the parents. He studies
7 the dispositions of his scholars and varies
8 his instruction and treatment to
9 adopt them to their disposition and
10 habits of thought. He seeks to
11 cultivate the heart and improve
12 the heart. He is mild yet firm
13 in his government, pleasant and
14 affable in his social intercourse.
15 He governs his pupils without the
16 show of government, and controls
17 them without their being sensible
18 of constraint. Their attainments
19 ~~are~~ under his instructions are thorough

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20 and their progress rapid. The three months
21 glided swiftly past and his labors closed

1 to the entire satisfaction of all con-
2 cerned. There were three things in
3 District No 9, that were worthy of im-
4 itation. They resolved at their first
5 school meeting that the parents
6 should all visit the school at
7 least once in the summer and winter
8 and that there should be uniformity
9 in the textbooks used in the schools
10 and they would appropriate a dollar
11 a piece to procure a library for the
12 district. The parents visiting the
13 school had a happy influence both
14 upon teacher and pupils stimulating
15 them to faithfulness, and also encouraging
16 them in their arduous duties and labors.
17 The children ^{were} roused to greater efforts and
18 led to cultivate industrious habits.
19 Uniformity of school books contrib-
20 uted not a little to render their

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21 efforts more pleasant and their progress

1 more rapid. The library was
2 found to be a very important
3 auxiliary in popular education.
4 It had a tendency to cultivate a
5 taste for reading, furnished suitable
6 employment for leisure hours, guard
7 inexperienced youth from the dan-
8 ger of forming vicious habits, and dif-
9 fused abroad useful knowledge thro'
10 all classes both old and young. It gave
11 a fresh impulse to learning and im-
12 parted a new zest to the pursuits of knowl-
13 edge. All may be what No 9 was,
14 by pursuing the same course of
15 patient, persevering and self denying effort.
16 What a contrast between what
17 districts might be and what they are.
18 The thousands of children in our
19 land growing up [in] ignorance
20 will never ^be^ properly educated till

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21 the same enlightened and liberal policy is

- 1 ~~adopted~~ ^introduced^ in all our districts that
- 2 was adopted in No 9.

[Knowledge Is Power]⁵⁵

[Cover Page]⁵⁶

1 Who can contemplate that massive
2 engine with its train of burden cars
3 as it approaches in all the majesty of its
4 power, the very personification of
5 might; who can see it sweep
6 with lightning speed across yon-
7 der prairies, dash through ^{^this^} ~~yonder~~ grove,
8 emerge from that deep rut, and run
9 along on the crest of that neighboring
10 embankment, dart with feline
11 lightness and agility across the yawning
12 abyss and climb the mountain, wind
13 through the [vale], ^{^rush^} ~~dash~~ by this state
14 like a telegraphic dispatch, or mark
15 up with solemn grandure to that
16 depot as though conscious of its
17 power and the value of its charge? Who
18 can witness such exhibitions of mechan-

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.

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."

1 ical combination of inert matter
2 clothed with Cyclopiian might and not
3 feel impressed with the conviction
4 that there is no fiction in the phrase
5 just uttered?⁵⁷

[1]⁵⁸

6 “Knowledge is power”⁵⁹ is an adage
7 that has lost none of its significance. There
8 is in those three words a condensation of thoughts
9 of which even their author doubtless entertained
10 but feeble conception. If he had never seen
11 a power press, nor heard a steam whistle, nor
12 received a telegraphic dispatch, he was illy
13 prepared to appreciate the impact of that freq-
14 uant phrase. It is ^contains^ a noble thought, and well worthy
15 of being deeply pondered. It is true, emphatically
16 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 *Aphorisms 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).

1 is wakened to a consciousness of its mission, intellect is
2 roused to effort and directed to proper development. The
3 heart ^{also} responds in lively sympathy to ^{its} [Talismanic] tasks ^{the}
4 ~~[excavations] of its treasures, directing her contemplations of~~
5 ~~mans moral relations~~. The soul is often deeply affect-
6 ed by a clear perception of the character and attributes
7 of God and roused to intense emotion by a knowl-
8 edge of the divine law. Matter also, in the
9 plastic hand of knowledge, becomes almost instinct
10 with life and seems the very embodiment of intelligence.

11 Was there no power in the agent that waked
12 the slumbering mind of Newton,⁶¹ Milton⁶² and Laplace?⁶³
13 Did the great and glorious truths of Revelation exert

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."

⁶¹ Sir Isaac Newton (1642-1727), born in Lincolnshire, England, was a scientist and mathematician, best known for his work on the laws of motion and the law of universal gravitation. *Dictionary of World Biography*, 1999 ed., s.v. "Isaac Newton."

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." ††

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."

1 no influence on Paul,⁶⁴ Luther,⁶⁵ Latimer⁶⁶ and Martyn?⁶⁷

2 (2)

3 Did knowledge give no potency to those brilliant

4 lights of the scientific world, whose inventions and dis-

5 coveries have made steam the great motive power

6 of commerce, lightning her messenger and light the limner

7 of nature? Were Arkwright,⁶⁸ Herschel,⁶⁹ Davy,⁷⁰ Whitney⁷¹

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."

⁶⁷ John Martyn (1699-1768), an English botanist and professor at Cambridge University, translated Virgil's *Georgics* (1741) and *Bucolics* (1749) with annotations. *Webster's New Biographical Dictionary*, 1988 ed., s.v. "John Martyn."

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."

1 La [Hire]⁷² sciolists⁷³ in their departments? Was he under
2 no obligation to knowledge, who gave to one third of
3 the human race the word of God in their own language?
4 Did he owe nothing to science who has almost con-
5 verted the press into an apocalyptic angel to preach
6 the everlasting Gospel?⁷⁴ What shall we say of him, whose
7 mechanical genius has given existence to an in-
8 strument by which we can trace the relative motions
9 of the planets during all past and future time and ascertain
10 each and every eclipse that has or will occur without the
11 error of single day? Did such men as these and others of
12 kindred spirit never bow at knowledge's shrine, never
13 drink at her deep chrystal fountains?
14 It is in view of such progress in science,
15 such advancement in the arts, such improvements

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 *Traité de Méchanique* (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., *Chambers Biographical Dictionary* (France: Chambers Harrap Publisher Ltd., 2002). *Chambers Biographical Dictionary*, 2003 ed., s.v. "Phillipe de La Hire."

⁷³ A sciolist is an individual who superficially or lightly engages in the study of an intellectual subject. *Oxford English Dictionary*, 2nd ed., s.v. "sciolist."

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.

1 in industrial pursuits, such happy results in the
2 experiments of self government, such devices for
3 the diffusion of knowledge, such developments in
4 the moral, intellectual and physical amelioration
5 of the race, that we shall see the expansive power of a
6 single word. Its length and breadth, height and depth and am-
7 plitude are yet immeasured and justify the belief that
8 they are but in the insipient stages of their expansion.

9 (3)

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

14 The shrewd and cautious capitalist, contempla-
15 ting an investment in ⁷⁵ railroad track, scans
16 with great care and minuteness the estimated expense of
17 its structure, the character of the country through which
18 it passes, its mineral, agricultural and manufacturing
19 resources, developed and undeveloped, its commercial im-
20 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 Press, 1994), 130–131.

1 which, it is a link and the points united by this iron
2 band. All this is necessary to a proper appreciation
3 of the merits and demerits of the enterprise, and the results of
4 such an inquiry is the basis of all wise action in
5 such premises.

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

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

18 (4)
19 the oppressed and the refugee from civil and ecclesiastical
20 despotism. Its true character should be carefully
21 studied, its appropriate mission rightly understood
22 and its just requisitions cordially met. No one at all

1 familiar with the popular notions of this subject
2 and the corresponding action, has failed to observe much
3 that is crude, defective and often ~~much that is~~ funda-
4 mentally erroneous.

5 Some of these have their origin in ignorance of the
6 [~~real~~] ^true^ nature of education and its ^real^ constituent elements.

7 One will say, in reference to an ignoramus whom the
8 trustees have proposed to employ and whose chief recom-
9 mendation is the low estimate he places on the value
10 of his proffered services and whose main qualification for
11 the station, in estimation of some ^at least^, is owing to the fact
12 that his back never came in contact with the wall of
13 a [college], ^it might also be added^, nor his mind been wakened to the conscious-
14 ness of its own poverty, “he will do well enough
15 to teach my children.” Such a father has but feeble conception
16 of the dormant powers of his children, and the proper method
17 of their development. Did he but properly appreciate the
18 one, or understand the other, he would sooner dispatch
19 the would be pedagogue⁷⁶ to feed his swine than teach
20 his children. Another decides between two rival can-
21 didates, whose respective prices are \$15 and \$30 per month, on
22 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.”

1 will be a grand speculation, for under his administra-
2 tion will the school be twice the length it otherwise
3 (5)
4 be and therefore he supinely⁷⁷ concludes ^infers^ that he will get
5 twice the amount of instruction for the same money.
6 Such an individual must fancy that the mind
7 is like a ^huge^ sack and that the longer the pouring in pro-
8 cess is continued, the larger will be the contents
9 of this ~~intellectual sack~~ ^wonderful receptacle^ and therefore the more valuable
10 the education. It does not seem to occur to such a one
11 that there is any possibility that one charging \$30.
12 per month cant fill these intellectual sacks in
13 less than half of the time and with better material and
14 thus save time for other purposes.
15 Another is an advocate for putting in the time,
16 and therefore the teacher must be on the ground with
17 the rising sun and see that luminar, sink below
18 the western horizon, before he dismisses his youth-
19 ful charges. Such a man must consider the child
20 like so many bags of corn sent to mill and the longer
21 the mill is in motion the larger the grists ground.

⁷⁷ Without exertion, or to perform indolently. *Oxford English Dictionary*, 2nd ed., s.v. “supinely.”

1 Another thinks that reading, writing and arithmetic
2 are amply sufficient and that all else is superfluous.
3 It is obvious that the literary horizon of such has
4 been very much circumscribed, and it is some what
5 doubtful, whether he ever saw the sun of science and
6 has not really ^{mis-} taken the morning twilight for the
7 midday splendors of knowledge.

8 Another is still wiser and declares, that neither he
9 nor his children can either read or write, yet challenges
10 ~~you~~ ^{anyone} to cheat him or them in a bargain. ~~Such a~~

11 (6)
12 ~~person's ^{irrational} creed might ^{very naturally} consist of hogs and kinship~~
13 ~~and to raise them~~ ^{Such a one} yet has forgotten that he sold
14 his stock ^{of pork or flour} last year for a cent less per pound
15 than his neighbor who takes and reads a newspaper.

16 Another bewails with patriotic sorrow the small
17 amount of public funds for educational purposes. ~~Such~~
18 ~~an individual is ignorant of the nature of the worm that~~
19 ~~lies at the root of his gourd.~~ His mistake is a funda-
20 mental one, for he loses sight of the fact that it is not
21 the amount of public fund, that secures good schools,
22 but an intelligent appreciation of the value of them.

1 He forgets that the surest funds, re-
2 quiring no loaning and re-loaning, liable to no diminution from causality or neglect,
3 demanding no per cent for supervision, subject to no de-
4 preciation and always at command, are the pockets of the
5 the people. Let the people understand the true value of
6 knowledge, let them have correct views of its nature and worth
7 and you may draw on them at sight for any amount
8 that may be necessary. The individual, who wakens
9 up a community to the consciousness of the value of learn-
10 ing and to a thorough conviction of its necessity, does more
11 for the real interests of education than the Legislature that
12 adds all the swamp lands in creation to the school fund.⁷⁸
13 For the simple reason that the former opens to us the
14 pockets of an appreciating community and the latter send
15 us to drain the swamps of ignorance and selfishness.
16 It is therefore no marvel ~~where~~ that where these
17 and kindred errors prevail, competent teachers, commodious

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.

1 (7)
2 buildings, appropriate apparatus, ~~ample~~ ^spacious^ grounds, and orna-
3 mented enclosures for educational edifices and ample
4 funds are neither appreciated nor provided. Such people
5 have no sound and correct view of the nature of the mental
6 powers, nor of the proper method of their development and cul-
7 ture, no conception of those finer sensibilities and noble
8 sympathies, which ally us to angelic nature. Among
9 such, log school houses, cheap teachers and short schools ~~and~~
10 ~~ignorant ^and vicious^ youth~~ will continue to linger and their popular-
11 ity will not decline as long as the region and shadow of
12 such ignorance exist.

13 It is worthy of remark that many entertaining such
14 notions relative to education, are shrewd enough in their
15 perceptions of the advantages of a spacious barn, a comm-
16 dious house, good fences, an improved plough and supe-
17 rior stock. They would not rely in harvest on men
18 whose chief recommendation was that they charge only
19 half a dollar a day for their services. They would very
20 naturally suspect that such reapers might be dear even at
21 that price. They would not be very much disposed
22 to expose ^even^ their rail timber to the experiments of
23 one who had never split a log, though he should propose

1 “work for nothing and find him self.”

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

7 (8)

8 ment, for the man who appreciates the value of such
9 improvements and adopts them, has commenced a course
10 of progress that will sooner or later disclose to him his
11 mistakes in matters of education. We can all see
12 enough in our own experience to teach us a solitary
13 lesson and repress all rising vanity. It would not be
14 a very unnatural conclusion, nor a very strange dis-
15 covery for such a man, contemplating the comfort
16 able shelter, abundant food and special care given
17 to his stock, to enquire whether it might not also
18 be equally wise and economical to make corresponding
19 provision for the intellectual and moral culture of his children.

20 If the rapid growth, the improved condition and
21 market value of his cattle, are increased by such ex-
22 penditures, might not also the exemtive power, the

1 business capacity and social improvement of his ^{own} offspring
2 be materially advanced by the adoption of a similar
3 policy in respect to their mental development?
4 If physical subsoiling⁷⁹ both increases the crop, and im-
5 proves the condition and enlarges the capacity of the land,
6 might not an intellectual subsoiling process also be
7 productive of like results in reference to mental soil
8 and products? If good and substantial enclosures, secur-
9 ing his crops from the depredations of unruly ani-
10 mals, relieve his mind from all anxiety for their
11 safety, might not a good education fortify his child
12 ren's hearts against many of the temptations and seduc-
13 tions of a heartless world, which often bring ~~with~~

14 (9)
15 grey hairs of parents with sorrow to the grave?
16 If frequent dressing and a judicious rotation of
17 crops enrich the soil, might not a similar develop=
18 ment and culture of the intellectual and moral powers
19 be attended with results amply compensating
20 all pecuniary expenditure for such purposes?
21 Such reflections would be neither strange

⁷⁹ Subsoil means to plough beneath the top soil. *Oxford English Dictionary*, 2nd ed., s.v. "subsoil."

1 nor unnatural. Reflection begets enquiry. Enquiry
2 collects facts. Facts encourage experiment. Experiment
3 secures success. Success authorizes expenditure. Ex-
4 penditure commands services, creates accomoda-
5 tions and provides apparatus. These results demonstrate
6 the wisdom and economy of the measure and guarantee the
7 ^success and^ perpetuity of the enterprise. Such is substantially
8 the process by which all improvements have been made
9 both in the physical, intellectual and moral world.
10 They have indeed encountered difficulties and obstacles
11 at every stage of their progress, but the result has gener-
12 ally been like the contest of the bull and the locomo-
13 tive and the Erie railroad,⁸⁰ not very inappropriate
14 types of the ^conflicting^ elements of the present age. As the quad-
15 ruped champion in that struggle, posting himself
16 on the tract and awaiting the approach of his one eyed
17 foe, was reduced to a lifeless mass by his protean
18 antagonist and converted into beef by a new process;
19 so we ^may^ hope that the prejudices and ignorance of the oppo-
20 nents of education, may meet with a similar anni-
21 hilation, with no loss or damage to their present

⁸⁰ 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.

1 possessors, but ^{^that^} they will ^{^both^} live to join in the triumphal
2 song and ^{^even^} rejoice over their own emancipation.

3

4 There is perhaps nothing ~~so~~ ^{^more^} grateful
5 to the feelings of an American artisan, nothing
6 which attracts the attention of the reflecting foreigner
7 and which so strikingly masks the contrast between
8 us as a nation and the other civilized nations of the
9 earth, as the fact that in several of the older states
10 there ~~is~~ scarcely a native born adult can be found,
11 unable to read the charter of his political freedom
12 and write the ballot he casts for his civil rulers. ~~Altho~~
13 Although this result has not been reached in only
14 a few of these associate sovereignties, yet it is grati-
15 fying to know that there are causes in existence
16 and instrumentalities in operation, which will, with
17 the blessing of God at no distant day, secure this
18 desirable result in all the States north of the slave
19 line. South of that line there are causes which will
20 materially retard that day of a like consummation,

1 yet ^it^ will ultimately come even there.⁸¹
2 This is a significant first, indication alike
3 of the political sagacity and ~~this~~ ^practical^ wisdom of our Pilgrim
4 Fathers in establishing institutions of learning to
5 meet the ^literary^ wants of the body politic in the very
6 infancy of its existence. The American system
7 of Education is coeval with the ^very^ landing of those
8 pioneers of civil and religious liberties ^on these Western shores^, and its very germ

9 (11)
10 will be found in the fact that not one of that
11 noble hand were unable to read the word of
12 God. It is in fact but one of the legitimate re-
13 sults of the cordial adoptions of that gospel ^which brings life and immortality to
14 light⁸² and we

⁸¹ 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.

⁸² 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.

1 shall be unworthy of ^our glorious inheritance⁸³ ~~our civil liberties~~^ blessing when we
2 banish
3 that blessed volume from our schools, and its departure
4 ~~departure~~ from our halls of science, will date the period
5 of the decline of our civil liberties, religious freedom
6 and national glory. It ^The Educational policy of our Pilgrim Fathers^ is but
7 embodiment and expans-
8 ion of the spirit of that command, which stands
9 forth so peerless in the constitution of the Hebrew
10 Commonwealth, “thou shall teach them diligently
11 unto thy children, and shalt talk of them when thou
12 sittest in thy house and when thou walkest by the way and
13 when thou liest down and when thou risest up; and thou
14 shalt write them upon the post of thy house and on thy

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.

1 gates.”⁸⁴ While that command was obeyed there could
2 not be found an Israelite unable to read the
3 decalogue. What else is the modern crusade against
4 the use of the Bible in our schools, than a direct
5 and barefaced attack on that command of the Al-
6 mighty by the minions of that Power ^whom^ God has de-
7 clared he will “consume with the spirit of his mouth
8 and destroy with the brightness of his coming.” 2 Thes. 2:8.⁸⁵
9 The spirit and purpose of the American System
10 is to secure to all with out exception,^either to nativity, outward circumstance or
11 ecclesiastical relation^and educa-
12 tion to the ~~given~~ ^utmost^ extent their circumstances will
13 possibly admit. To conduct this enterprise in

14 (12)
15 all its departments, to the most successful issue,
16 demands talents and attainments of the highest grade.

⁸⁴ Mills quotes Deuteronomy 6:7 and 9, in which God instructs the Israelites to memorize the ten commandments and proscribes 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 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.

⁸⁵ 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.”

1 While it taxes the energies of the most gifted, it does
2 not refuse the services of the less favored ones.

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

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

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

22 Education in its etymological sense is a process of
23 development, or drawing out of faculties by exercise, for the

1 purpose of thorough discipline and testing their capacity. It is
2 derived from a Latin word,⁸⁶ meaning to lead forth, as a child
3 is led forth to a position ^more or less remote^ in order to exercise his limbs

4 (13)

5 develop his muscular powers by returning to his mothers
6 arms. As the physical system is developed and matured
7 in a harmonious and symmetrical manner by judicious
8 exercise and appropriate food, so the mental faculties are
9 trained to like symmetry and reliable action by an anal-
10 ogous course. As the ^young^ apprentice is first put to rudest
11 parts of his trade for the main, if not sole, purpose of
12 acquiring an aptitude in the use [of] tools, so the pupil is
13 often required to go through mental processes for
14 the exclusive object of giving him a readiness and certainty in
15 the command of his powers. It is only by such a training
16 that he acquires a facility in the use of his faculties and a
17 confidence in his mental capacity.

18 Instruction in its etymological meaning, implies
19 furnishing the mind with information of various kinds
20 from sources, foreign and independent of itself. It is a process
21 of bringing in for the purposes of embellishment. It

⁸⁶ Educo, meaning to bring up or rear. *Oxford Latin Dictionary*, 1982 ed., s.v. “educō.”

1 proposes to decorate and furnish what has been previ-
2 ously constructed. The edifice must be erected before
3 it can be furnished. Hence the relative nature and
4 logical convention of education and instruction. The
5 primary object and appropriate province of each, are sepa-
6 rate and distinct. They should not be confounded with
7 each other, nor should their natural order be reversed.
8 The appropriate function of one is to lay a deep and broad
9 foundation and erect thereon a corresponding structure,
10 the purpose of the other to furnish it with whatever is
11 useful and ornamental. Hence the remark sometimes

12 (14)

13 made of a teacher, “he can instruct but he can’t edu-
14 cate.” It is from a disregard of this radical distinc-
15 tion that so many educational enterprises have
16 resulted in disappointment. Their projectors have
17 ~~proposed to~~ been guilty of placing decoration before
18 development, ornament before discipline and embellish-
19 ment before culture. Such a course, in point of wisdom,
20 is little else than painting a rough board, polishing
21 an unchiseled surface, carpeting an unfloored
22 cabin, covering mud walls with marble paper

1 and decorating a roofless mansion with costly paint-
2 ings. The folly and absurdity of such measure are soon de-
3 tected. and such characters will ultimately be
4 exposed and a righteous retribution be visited on them.

5 Such are the elementary functions of educa-
6 tion and instruction and such their etymological dif-
7 ference. In the popular acceptance of the term,
8 Education, both of these elements are combined and
9 rightly so, for they cannot be entirely separated. In-
10 struction cannot be given without disciplining the
11 mind to some extent, nor can the mental powers
12 be taxed and developed symmetrically without the
13 acquisition of some knowledge belonging to the
14 department of instruction. They are like the consti-
15 tuent elements of the atmosphere.
16 Combined in the proper proportions they constitute a vital fluid.
17 Derange that proportion and the combination
18 is converted into an instrument of death. So with

19 (15)
20 education and instruction. This appropriate combina-
21 tion produces a result of great value. Destroy that union
22 and the most disastrous consequences will ensue.

1 It is no easy task however rightly to adjust these
2 elements and vary the proportions at different stages of the
3 mental training. It is obvious to every one, that during
4 the first ten years of life [education] must occupy the
5 foreground and [instruction] postpone the claims to precedence
6 to a more mature period. The mind during these years
7 can ordinarily digest little else than the milk
8 of knowledge and it would be the height of folly to press
9 the use of strong meat of mental discipline. In other
10 words, the minds of children till ten or twelve years
11 of age, must be waked up by a process in which in-
12 struction will be prominent. The principle of curi-
13 osity is early developed and during this period is in active
14 exercise. Advantage must be taken of this effective agent.
15 The mind requires instruction so happily blended with
16 amusement as not to be weary, yet so adopted to the
17 age and mental development of the child, as really to box
18 its powers and promote a healthy and judicious culture.

19 This is also the most propitious period for moral
20 training. Let our reading book for this class of pupils
21 be of the highest moral tone. I am happy to say ^here^
22 that the readers adopted by our Board of Education are

1 of the right stamp in this as well as in other respects.⁸⁷
2 Let falsehood, profaneness, ingratitude, cruelty, disobe-
3 dience, avarice, intemperance and the whole catalogue
4 (16)
5 of vices, be held up to abhorrence and the opposite
6 virtues so presented as to commend themselves to their
7 approval and imitation. The great principles of moral rec-
8 titude cannot be too early not too assiduously taught, nor
9 too faithfully inculcated. Impression of a permanent
10 and happy character may be made, and a noble founda-
11 tion be laid, on which to rear a corresponding structure.
12 The studies best adapted for children from six to
13 twelve years of age, are reading, spelling, elementary
14 geography and history, mental arithmetic, defining and
15 writing.⁸⁸ I say from six, for I verily believe that nothing
16 is mutually gained by sending children to school

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.

1 at an earlier age.⁸⁹ Let them be taught at home, if inclined
2 to learn to read, if not then disposed, it is no evidence
3 of their lack of interest. Their physical growth and de-
4 velopment to this age, are of paramount importance.
5 I will guarantee that at twelve years of age the one
6 commencing at six, will have a more healthy and
7 symmetrical mental development than the one, who
8 has been prematurely taxed. Let these studies, in
9 the order above mentioned, be thoroughly taught and
10 not given place to others till properly mastered.
11 Spelling should be from the reading lessons for
12 in this way they will early become familiar with
13 words in their various grammatical changes, just as they
14 needed in actual life. Defining becomes a pleasant
15 exercise of the memory, and as an intellectual effort, will
16 not become more difficult and obtuse than spelling,

17 (17)
18 when the same text book is used for both exercises.
19 Provision for both of these braches, is made in

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, *Pillars of the Republic*, 109; Cotton, *Education in Indiana*, 117.

1 an Indiana Reader, which is no small recommend-
2 dation for their speedy introduction.⁹⁰ It will ^also^ fill the
3 store house of the mind with much that will be of
4 great service in after life, while at the same time
5 it will do more to enlarge their knowledge of the
6 mother tongue and ^give^ them command of the language should
7 any other study of the juvenile course.

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

⁹⁰ The *Indiana Readers* were a specialized compilation of the McGuffey Reader series. Boone, *History of Education*, 267.

1 and be prosecuted for three or four years with as great
2 profit and good success as at any other age.⁹¹ A diligent
3 and faithful improvement of these years under the
4 guidance of competent teachers, will prepare our
5 youth ^for active life or^ to enter on a more extended course of study, if

6 (18)
7 their circumstances admit of such extension.
8 In either case, the next two ^or^ ~~three years~~ three years can be
9 spent with great advantage both to their physical and
10 intellectual development, in some industrial em-
11 ployment, that would tax this muscular powers,
12 teach them the value of time, the worth of money, form
13 industrious habits, inure them to toil, and draw them
14 into more close and livelier sympathy with the laboring
15 classes and give them more sober views of the realities
16 and mission of life. The results of such a course would
17 be of untold benefit to the individual. With such
18 an experience ^our youth^ ~~they~~ would resume their studies and com-
19 mence their collegiate course with ~~and~~ ^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.

1 habits of application and a more thorough conviction of
2 the true character of a collegiate education and its relation
3 to subsequent life.

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

16 (19)

17 mental discipline, maturity of mind and established
18 moral principles, than the impatient aspirant,
19 whose ardor outstrips his wisdom and whose impa-
20 tience can brook no such delay of time, no such
21 protracted process of mutual culture and development.
22 Materials for illustration of the truth of one remark

1 on the immaturity of educated mind, will continue
2 to increase and multiply till parents become wiser
3 and youth have less wisdom.

4 Very erroneous opinions are often entertained
5 and expressed by many, illy qualified, from any experi-
6 ence of their own, to pronounce an intelligent decision
7 on the class of studies best suited to discipline the
8 mind during this preparatory period.—Those branches
9 which most happily combine instruction and mental
10 development, are deemed by many as useless, and the time
11 devoted to them, is regarded as little else than thrown
12 away, because they cannot perceive how they can
13 be coined into dollars and cents. The educational need
14 of such would enhance but little more than the
15 mere rudiments of knowledge, for they will triumph-
16 antly ask, what good will the study of the languages
17 do, or what use shall we ever have for the whole trile
18 of angle or the mystical power of x and y? Such are
19 indeed wiser than seven men that can render a
20 reason and to them might be applied with great per-
21 tinence the aphorism of scripture, “answer not a
22 a fool according to his folly.”⁹²

⁹² Proverbs 26:4 (KJV) states, “Answer not a fool according to his folly, lest thou also be like unto him.”

1 (20)

2 Another class have got the notion that math-
3 emetics is the key to the [answer] of knowledge, and they
4 extol them at the expense of all others. Mathematics,
5 say they, will make the man, will discipline the
6 mind, can be converted into the almighty dollar, the
7 true standard of all human worth, the ultimate [illegible]
8 of all human aspiration, effort and attainment. Mathemat-
9 ics is the very quintessence of all knowledge, its angles
10 are full of the sines and cosines of thought, and its tangents
11 and cotangents and complements embrace the entire circle
12 of human science. A and b raised to the n^{th} power=
13 $\sqrt{x-y}$ will manufacture gas enough to light a village
14 or inflate a balloon, if we may judge from the
15 conceited tones, with which this symbolical language
16 is often uttered by some self constituted Solon.⁹³

17 Another class no less sapient, think that the
18 dead languages are an universal solvent and that
19 under their influence, ignorance will vanish like
20 the mists of morning before the sun, mind expand
21 to gigantic proportions and her elastic powers be able

⁹³ 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. *Oxford English Dictionary*, 2nd ed., s.v. "Solon."

1 at once to resolve all the mysteries of nature. They
2 fall into raptures at the very name of the Greek and Latin
3 and extol the study of them so extravagantly that
4 one might almost think that the mere shadow of
5 them would be sufficient [to] raise the intellectual dead and
6 give sight and hearing and speech and perfect limb to all the
7 literary blind, deaf, dumb and maimed in the land.

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

9 (21)

10 show our good sense by employing such instru-
11 mentalities as experience has shown best adapt-
12 ed to develop, cultivate and mature the mental
13 faculties in the most complete and symmetrical
14 manner. Mathematics will indeed strengthen the
15 reasoning powers and discipline the ~~judgment~~ ^memory^ but
16 they cannot answer the purpose of a substitute for
17 every other branch of learning. They are an essential ele-
18 ment in every wise and judicious system of education. The study
19 of the Languages, ^in common with extant sciences^ cultivates the reasoning faculties
20 and
21 exercises the memory, but it has other and appropriate forma-
22 tions. A rigid analysis of a single sentence in
23 Greek or Latin, may require more intense thought

1 and demand more mental activity than the solu-
2 tion of many a problem in Algebra, or Geometry.
3 That analysis will call into requisition not only
4 the reasoning powers to determine the meaning of
5 the sentence and the coloration of the words, but the
6 taste and the judgments must be exercised in the select-
7 ion of language to express most felicitously the
8 authors' meaning. In making that solution, an
9 hundred words may be submitted by ^the^ memory of the
10 division of the judgment and the taste and their claims for
11 fitness for service in the premises must be canvassed
12 and settled on the ground of intrinsic merit. Who does
13 not see that in such a process there will be ample
14 scope for the exercise of reason, memory, taste ^and the powers of nice discrimination^?
15 It
16 is also evident, that one of the direct and natural results

17 (22)
18 of this congress and conflict of the mental powers, will
19 be an extensive acquaintance with the vocabulary of
20 our own language, a nice perception of the delicate
21 shades of meaning of words, a better understanding
22 of the power, scope and wealth of our mother tongue and
23 a command of language for the appropriate expression

1 of every possible combination of fact and fiction.

2 This is the storehouse from which the orator draws his
3 shafts of withering ridicule, biting sarcasm ^and scathing irony^. This is
4 the magazine whence issue those brilliant flashes of
5 wit, those explosions of indignant eloquence and thun-
6 der peals of righteous [indignation] on the heads
7 of skulking villainy and heartless rapacity and meanness.

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

1 (23)
2 of literary pupilage.
3 Here may properly be introduced the enquiry
4 why should not our daughters be as thoroughly ed-
5 ucated as our sons? Is there anything in the nature
6 of the female mind to ~~forbid~~ ^authorize^ the belief that its
7 powers would not expand under genial influence
8 of a course of study as thorough and complete as the one
9 provided for the other sex? Is there anything in the
10 history of her training to justify any such convic-
11 tion? Does not the character of her earthly mission
12 require an education of equal extent, thorough-
13 ness and symmetry with that deemed necessary for
14 her counterpart? Are her intellectual powers of an
15 inferior grade, or ^are they^ incapable of like expansion,
16 cultivation and attainment? Could not our daughters
17 spend as long a period in intellectual confluence and with
18 as fair a prospect of success as our sons? Must they
19 be hurried onto the busy stage of life at an earlier
20 age than their brothers?

21 Where is the man that dares challenge the sound-
22 ness of the position implied in the above interrogatories?
23 Let him bring forward his proof, produce his authority

1 and show by actual trial, that the female is not sus-
2 ceptible of as thorough discipline, as fine a polish and
3 as high attainments as the more favored part of the race.
4 As far as the experiment has been made it fully
5 warrants the most sanguine expectations. The few
6 that have enjoyed superior advantages, have shown

7 (24)
8 capacity fully equal to all that he claims for them.
9 Let the opponents of these views, produce from their
10 own ranks, if they can, one of equal capacity, or of
11 like attainments with Mary Somerville.⁹⁴ Let them
12 also recollect that one of the ablest college Presidents
13 in the West gave his daughters the benefit of a collegi-
14 ate course, which they completed in a manner that
15 abundantly proved that the Ladies of creation were not
16 a whit intellectually inferior to the self styled Lords
17 of the soil.⁹⁵

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

⁹⁴ Mary Fairfax Somerville (1780-1872) was an English scientist and writer best known for her translations of Laplace's *Mechanism of Heavens* (1831). Jennifer S. Uglow, ed., *The Northeastern Dictionary of Women's Biography*, 3d. ed. (Great Britain: Macmillan, 1998).

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.

1 this point. All has not been done for the intellect-
2 ual ~~^culture~~ and ^elevation ^of woman^ and which she may justly claim. It is
3 not political equality that she desires, but mental and
4 moral culture of equal extent and thoroughness to these
5 enjoyed by the other half of the species. With such
6 a training, she will make her influence felt at the
7 ballot box, in the halls of legislation, on the bench and
8 in the sacred desk, in a manner and to an extent far
9 more effectual and happy, than she possible could under
10 the guidance of ~~some of her other~~ those self-appointed
11 advocates of her rights and all their feminine associates.

12 I have seen girls thirteen or fourteen years of age
13 by this promptness and accuracy in solving algebraical
14 problems at the blackboard put their masculine class-
15 mates to the blush. Our daughters can read the
16 ancient and modern languages with as great facility and

17 (25)

18 accuracy and their brothers and cousins. They can master
19 geometry, penetrate the mystery of philosophy, soar
20 into the regions of astronomy on as strong opinion as ever
21 bore any of the races, relish the beauties and appreciate

1 the merits of Paley,⁹⁶ Wayland,⁹⁷ Butler⁹⁸ and Story⁹⁹ as heartily
2 as any fine Bachelor of Arts.

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

13 “A little knowledge is dangerous thing,

⁹⁶ William Paley (1743-1805) was a Canadian philosopher and theologian whose writings in favor of Christianity became well-known in the nineteenth century. Paley’s most well-known work, *Natural Theology* (1802), outlined the evidence for the existence of God. Paley is also credited as founder of the utilitarian movement. *McGraw-Hill Encyclopedia of World Biography*, 1973 ed., s.v. “Paley.”

⁹⁷ Francis Wayland (1796-1865) was a clergyman, educator, and fourth president of Brown University. As a minister in Boston, several of Wayland’s sermons became well-known in the religious literary society. After traveling to France, England and Scotland in 1842, Wayland published *Thoughts on the Present Collegiate System in the United States*. In the book, Wayland questions accepted principles of United States methods of education. *McGraw-Hill Encyclopedia of World Biography*, 1973 ed., s.v. “Wayland.”

⁹⁸ Joseph Butler (1692-1752) is an English philosopher and theologian, known for his *Fifteen Sermons on Human Nature* (1726), which outlined a moral philosophy based on human nature and Christian ethics. *McGraw-Hill Encyclopedia of World Biography*, 1973 ed., s.v. “Butler.”

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.

1 Drink deep, or taste not the Purian spring.”¹⁰⁰
2 contains more sound philosophy, more real ex-
3 perience and stern reality than any other couplet in
4 the English language. It is indeed a withering sarcasm
5 on many of the popular schemes of female education and
6 a bitter rebuke of parental folly in the matter. It is no
7 wonder that the race of [fools], of both genders, has not
8 become extinct, nor is there any danger of this being
9 classed among the fossil remains, as long as the
10 present notions on this subject control our action.
11 I, for one, am prepared to declare a heraldless

12 (26)

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

17 With this free expression of our views of
18 the nature and extent of the education necessary for
19 a thorough, and symmetrical development of the men-
20 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.

1 some of its most important requisitions. We remark
2 A just appreciation of its true character, is absolutely
3 essential to the accomplishment of its high purpose.

4 An enterprise charged with the accomplishment
5 of such results may well challenge the consideration
6 of every thoughtful and patriotic citizen. Its claims to
7 such regard must be determined by its capacity to effect
8 the object contemplated. It proposes to do for the intellect
9 and the heart just what their powers indicate ~~should~~ ^{^was^}
10 the design of their Creator should be done. The ex-
11 istence of those noble faculties, their capacity of expan-
12 sion and improvement, and the moral and intellectual ele-
13 vation, to which their proper culture will raise their
14 possessor, bespeak the glorious mission of Popular
15 Education. It aims at nothing short of the improvement
16 of the entire masses and ~~contemplates~~ ^{^designs^} carrying that culture
17 to as high a degree as the circumstance of each will ad-
18 mit. It contemplates no ephemeral results but
19 offers to all, without distinction of social rank or
20 fortune, a prize worthy of the noblest effort and gives

21 (27)

22 assurances that he, who wins her proffered crown,

1 shall be the companion of the highest intelligence
2 and the everlasting associate of the pure and holy in a better
3 world.

4 Its textbook of morals is the word of God
5 with its solemn sanction and direct appeals to the moral
6 sensibilities of our nature, with its exhaustless treasures
7 of ^heavenly^ wisdom, its precious promises and the glorious hopes
8 it inspires in every heart that receives its pure and holy
9 precepts. Though, in the possession and free use of that
10 blessed volume ~~and in its interpretation will impose~~
11 the American People will tolerate no mortal inter-
12 ference and in its interpretation will impose no
13 human dogmas, yet they will not be guilty of the
14 suicidal art of excluding from our institutions of
15 learning that Book, to which we owe all that dis-
16 tinguishes us as a nation and whose principles under-
17 lie the whole fabric of our civil and religious free-
18 dom.¹⁰¹ Nay, they will do more. They will teach the
19 rising generation to venerate that code of morals and
20 regard it as an emanation of Infinite Wisdom, designed
21 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.

1 and able to make them wise unto eternal life.

2 Such is the moral element of the system and its
3 literary and social features are no less thorough and funda-
4 mental. It has no sympathy with the heathen notions
5 of the intellectual inferiority of one half of the race, nor
6 does it recognize the existence of any such implied

7 (28)

8 superiority on the part of the other half. It culti-
9 vates and fosters the true democracy of mind and places
10 our youth of both sexes, without regard to any of
11 the insidious distractions of wealth and social rank,
12 on a fair and open field of noble rivalry for the highest
13 intellectual elevation and its appropriate rewards.
14 It encourages modest worth, exposes shallow pre-
15 tense, humbles haughty arrogance, mortifies self con-
16 ceit and bids real merit aspire to its true position.

17 One of its most recently developed and important
18 features is the Graded System.¹⁰² The executive power
19 and practical efficiency of this ~~element~~ ^organization^ have been
20 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.

1 It is in fact, nothing less than the application
2 of the principle of the division of labor, so effect-
3 tive in other departments of human enterprise to
4 the employment of teaching. Its economy of time
5 labor, funds and literary capital are obvious. Its
6 superiority in security better classification, more
7 thorough instruction, uniform text books, effi-
8 cient discipline an improved state of morals and
9 mental application, are equally manifest. Another
10 is the introduction of a new and glorious era in the
11 character of school architecture, school furniture

1 and apparatus.¹⁰³ The Graded Schools have ^also^ done much
2 to elevate the employment of teaching to the
3 rank, dignity and emoluments of a profession.

4 (29)

5 They have also contributed not a little ^to^ awaken
6 the public mind and direct attention to the sub-
7 ject of their introduction. They have roused
8 teachers to a higher standard of professional at-
9 tainment, and their influence in prompting pu-
10 pils to better habits of application and depart-
11 ment, is not among the least of the merits of
12 the system. In comparison with the other
13 system of instruction and its concomitant defects,
14 it may be truly said of the Graded Schools, that
15 with their superior facilities they have doubled
16 the amount of attainment in a given time and
17 diminished the period of a given attainment at
18 least one half. There has also been no little ad-
19 vance in the characters of the instruction and the degree

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.

1 of mental discipline attained.

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

10 Every enterprise of high and commanding character,
11 of acknowledged worth and importance, carries with
12 its very presentation an implied claim to corres-
13 ponding pecuniary appropriation. The projection

14 (30)

15 of the New York and Eire canal presented to the people
16 of that state a vision of trade, travel and physical
17 development to an extent almost fabulous, to their
18 then unawakened minds, but what has been the
19 result?¹⁰⁴ It has ^as^ far transcended their most sanguine ex-
20 pectations as the light of noon day exceeds the faintest

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.

1 glimmering of early dawn. Its enthusiastic projector
2 did not anticipate its present ten thousand floating
3 craft and millions of annual income, which are but the
4 exponents of its future increase and employment. The
5 New York and Erie railroad, an enterprise of treble expense
6 and ten fold more formidable character than its aqueous
7 compeer, has already, within three years ^after completion^ furnished evi-
8 dence of its capacity to redeem ^all^ the pledges of its ^enthusiastic^ and indomita-
9 ble projectors. A just appreciation ^of the merits ^ of these truly national
10 works and admission of their feasibility, utility and necessity
11 ty, prepared the way for the appropriation of princely
12 sums for their construction. The completion of the
13 first at the cost of \$7,000,000 and the construction of second
14 at an expense of \$20,000,000 may well characterize
15 the first half of the nineteenth century and justify the
16 expectation that a complete railroad juncture
17 of the Atlantic and Pacific will be the crowing feature
18 of its closing half, as specimens of American
19 enterprise in bold projection and manly execution.

20 If physical development and commercial
21 facilities will authorize and secure such vast appro-
22 priations, what may not the American system

1 (31)
2 of intellectual development and culture justly
3 claim and receive at the hands of the author of such
4 stupendous structures? Is not the intellectual
5 and moral elevation of the ignorant and debased, and the
6 corresponding humiliation of pride and self conceit
7 as important in this nature and as valuable in
8 their results, as the elevation of valley the depression
9 of hills and the tunneling of mountains for the passage
10 of the vehicles of travel and commerce? Will not the
11 appropriation of ample funds for the former con-
12 tribute to the stability of our political institu-
13 tions and the permanency of our national greatness
14 as effectually as the millions lavished on the latter?
15 To refuse this would be suicidal policy, for
16 it would most emphatically be cutting the very
17 sinews of our own enterprise, since these projections
18 are but the creations of wakened minds, the off-
19 spring of cultivated intellect.

20 Let no one suppose for a moment, that
21 education has nothing to do with then magnifi-
22 cent structures. She conceived and demonstrated their
23 practicability, utility, and absolute necessity for the

1 full development of our agricultural, mineral
2 manufacturing and commercial resources. She sur-
3 veyed and superintended their structure. She invented
4 and improved the implements ^employed^ in their construction
5 She built the boats, and cars and engines with which they
6 are stocked. Her financial skill and credit secured

7 (32)

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

10 Has not the value of our farms, the worth of our
11 stock, the price of our pork and grain been doubled,
12 yea quadrupled, by the construction of these com-
13 mercial channels? To deny that we owe nothing
14 to her, who has given them existence, would be the
15 consummation of meanness, the very quintessence
16 of repudiation. She does not ask, in return for
17 all these favors, for the capital she has placed
18 in our coffers, she does not demand a tithe
19 of the benefactions she has bestowed. The simple Ear-
20 rings of our pride, the jewels of our luxuries and the
21 tithe of our extravagance would amply supply the
22 requisite funds to carry into successful operation

1 all her plans for the cultivation of the rising gener-
2 ation. The mere interest on the increased value
3 that canals and railroads have given to the real
4 estate of Indiana, would be sufficient for all our
5 educational purposes. They have enhanced the
6 value of the lands of our state \$50,000,000 would be
7 but a moderate estimate. The interest of ^{on} that
8 sum would amount to \$3,000,000 annually, suffi-
9 ^{ent to} ~~that would~~ erect commodious school edifices in every
10 township and sustain a school of superior character in
11 every district for nine months at least every year.

12 This is but one of the contributions of learning and
13 That the smallest, for the intellectual and moral culture

14 (33)

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

20 With such interest at stake and such investment
21 of funds who does not ^{see} the propriety, necessity and
22 economy of efficient Supervision?

1 Efficiency in this department depends on two
2 things, character of the supervision and the amount of
3 it.¹⁰⁵ It is obvious that the duties of such an office require
4 talents of a high order, experience and attainment of a
5 corresponding rank. The man who stands at the head
6 of such an enterprise, should feel not only a deep
7 interest in its success, but a cordial sympathy with
8 all his fellow laborers. He will need their confi-
9 dence and sympathy in the discharge of his official duties
10 and he should not be an unconcerned spectator of
11 their toils and trials. It is vain, yea, it is the height of
12 folly to expect that one man can do justice to
13 such important interest without able and numerous
14 coadjutors. He should be assisted by associates of kind
15 red character in a subordinate station and until he is
16 furnished with such coadjutors, we must submit
17 to the mortification of seeing the educational welfare
18 of our commonwealth sacrificed on the altar of igno-
19 rant legislation and a good man crucified as the victim
20 of mistaken economy. I say crucified, for if our worthy

¹⁰⁵ An 1843 law made the state treasurer the *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, *History of Education*, 254–258; Cotton, *Education in Indiana*, 30–31.

1 (34)
2 Superintendent has the feelings and sympathies of an
3 intelligent and devoted friend of popular education,
4 he will be compelled to feel, before the expiration
5 of the first term of his official life, that his utmost
6 efforts are ^{^comparatively^} unfit and ~~actually~~ lost, for the want of just
7 such coadjutors, as the Educational bill submitted
8 to the Legislature provided and which in the plentitude
9 of their wisdom and economy of the majority of that body,
10 were withheld. Here let me lead the provision
11 of that bill on this point. (Circuit Superintendents.)¹⁰⁶

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

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.

1 tains evidence of the necessity of such a class of labor
2 ers, and I hail ^that very deficiency^ as an omen for good. Let the necessity
3 of such supervision be seen and felt. Let the people be
4 satisfied of the importance of that feature and they will
5 send men to the Legislature who will have the courage
6 to create the office.

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

9 (35)

10 The judiciary has its grades from the supreme judges
11 to the townships embodiment of legal lore. Are
12 district and circuit judges unnecessary for the due
13 administration of justice? Are these offices sinecures¹⁰⁷
14 and have these judicial functionaries no labor to per-
15 form, no duties to discharge? We are promptly
16 met with the reply, they are fully employed,
17 their offices are far from being sinecures and their
18 labors are no holiday employments.

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

¹⁰⁷ A “sinecure” describes a position that requires little work or effort but gives great benefit. *Oxford English Dictionary*, 2nd ed., s.v. “sinecure.”

1 cate of a sound learning, every district cheered by his
2 presence and counsel, and every citizen had the benefit
3 of his lecture and suggestions. Teachers' institutes would
4 have been held in every county in the state before
5 the expiration of the first year. More ^money^ would have
6 been saved to the cause, in the single item of
7 school architecture, than the amount of their sala-
8 ries, not to mention the awakened interest in the
9 public mind and the improved character of teachers, as
10 the ^additional^ results of their labors. They would have supplied
11 the statistics, for which we shall look in vain in the
12 Second Report. The character and extent of the labors imp-
13 posed by that bill on the Circuit Superintendents,
14 show that they would have as severely taxed
15 as any official mortals ought to be, either for their
16 own or the public benefit. Let me not cease our

17 (36)

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

22 Another of its important requisitions ^of the American System^ is

1 competent teachers.

2 The nature of the work to be accomplished and
3 the characters of the result sought, indicate with
4 sufficient clearness the relative rank of the requis-
5 tions already named. This ^last^ may justly be regarded as
6 taking precedence of all others, and, in fact, giving char-
7 acter to the enterprise and securing for it most of the con-
8 sideration, pecuniary aid and supervisory attention that
9 ~~the cause of Education~~ has ever received. It is owing
10 to the faithful, efficient and persevering labor of this
11 class of teachers, that ~~education~~ ^teaching^ may now be
12 ranked among the learned professions. None cer-
13 tainly more richly merit the appellation and more
14 truly possess the character. It opens an appropriate
15 field for the exercise of the best talent in the land
16 and furnishes ample scope and employment for the
17 largest experience, the richest culture and most profound
18 attainment. As a profession it may justly demand
19 a high order of ~~mind~~ ^intellect^ thorough mental and moral
20 ~~discipline, an~~, extensive acquisitions of knowledge,
21 ^and an intimate^ ~~an thorough~~ acquaintance with the workings of the
22 human heart. He, who aims at eminence in this
23 department, should adopt the ^noble^ motto of the “Empire

1 (37)
2 “state,”¹⁰⁸ and live up to it. He should keep his mind
3 awake to progress, open to truth and in lively sympathy
4 with the spirit of the age. He should never fancy
5 that he has reached perfection, either in the acqui-
6 sition of knowledge or the mode of imparting it
7 to others, nor relax his efforts to increase his pro-
8 fessional capital. He should thoroughly under-
9 stand the science of teaching and be able to render that
10 science to corresponding practice. He should be
11 familiar with the best methods of instruction and
12 be competent to make such use of them as to educe
13 from them, one that shall be his own, and yet superior
14 in its essential elements, to either of the patterns.

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

¹⁰⁸ Excelsior, meaning ever higher, is the New York state motto.

1 experience of youth and age to aid in guiding and in
2 structing his youthful charge. An intimate and daily
3 communion with the fountain of all wisdom,
4 knowledge and benevolence, will prepare him for a
5 proper appreciation of the responsibilities of his
6 calling. Such ^heavenly intervention^ is necessary to soothe his ruffled spirits
7 calm his harassed mind, comfort his dejected heart,

8 (38)

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

1 to preserve himself from self conceit, indolence
2 dogmatism and pride.

3 Teachers possessing more or less of these
4 essential traits of character and ambitious to call
5 them all their own, are beginning to be appre-
6 ciated and ^to^ receive their appropriate reward. This
7 service will command as liberal a salary or like
8 attainments generally received in other professions.

9 One of the characteristics of the age and most significant
10 of real progress, is the disposition of Teachers to
11 associate for mutual encouragement, sympathy,
12 and improvement. This spirit has originated teachers
13 associations, both local and general. It has mani-
14 fested itself ^in the establishment of Educational Periodicals and^ in the production of some admi

15 (39)

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

22 Who can fail to see in all these movements and
23 results, evidence of progress, proofs of a deeper interest in

1 education, a livelier sympathy with the teacher, a higher
2 appreciation of the value of his services and connection of
3 learning with all the substantial improvements of the
4 age? Teachers Institutes and Normal Schools were uncoined
5 words thirty years since, and at that time these present
6 realities had neither local habitation nor a name.¹⁰⁹ What
7 a revolution they have wrought in public sentiment,
8 what a change in the character of our schools and what
9 an improvement in the intellectual elevation and profess
10 sional attainments of our Teachers! Such results are har-
11 bingers of good, pledges of the approach of a better day.
12 Let us all contribute, each in his several spheres, his
13 full share to hasten its consummation, for a rich and glorious
14 reward awaits us if we faint not.¹¹⁰

15 Fellow Teachers, I am happy to meet you on
16 this occasion and witness the organization of a Teachers
17 Association in this section of our state. The existence
18 and successful operation of such associations in different
19 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, *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."

1 (40)
2 precede a State Organization.¹¹¹ Without efficient local associ-
3 ations it would be vain to expect any permanent good
4 to result from a State Association. We must therefore di-
5 rect our attention and efforts to the organization of the former
6 as the appropriate prerequisite to the formation of the latter.
7 Let us bring to this final organization an intelligent
8 and established interest in the cause of Popular Education,
9 a zeal that shall know no abatement, an experience
10 that shall inspire confidence in our wisdom
11 import stability to our plans and worth to our deliber-
12 ations and an indomitable purpose, that will shrink
13 at no difficulties, yield to no obstacles and be disheartened
14 at no opposition.

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

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.

1 and heavy drafts on your intellectual capital and
2 not a few of them at sight. It will require no
3 small amount of faith and perseverance to hold on
4 your way amid difficulties and discouragement. There
5 will be much to dampen the ardor of your zeal
6 and cool the fervor of your interest. You will meet with

7 (41)
8 apathy where you expected interest, indolence
9 ~~and insecurity~~ where you anticipated activity. Opposi-
10 tion where you should be entitled to efficient co-
11 operation, and heartless indifference in place of cordial
12 sympathy. You will have ample occasion for
13 the exercise of all your graces and abundant opportu-
14 nity to test the patience of hope and the labor of love.¹¹²

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

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

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.”

1 ny ~~side~~ as well as a shady side of a Teachers
2 life and labor. The cause in which he is engaged is a
3 noble one, kindred to theist who ministers at the altar.
4 He is not without his comfort, no destitute of conso-
5 lation even in his darkest most desponding moments.

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

15 (42)

16 all other enterprises, require a real, substantial
17 capital stock of uniting diligence, inestimable
18 perseverance and working talent, combined with thorough
19 mental discipline and unaffected modestly. To sustain
20 them as they ought to be and to render them uniformly
21 interesting and instructive will demand efforts of no
22 ordinary character. Their drafts must be promptly met

1 though they may ^often^ be drawn payable at sight or with
2 out three days of grace. The credit of the line must be
3 sustained at any sacrifice of time, labor and self denial
4 and therefore the several partners must feel this indi-
5 vidual responsibility.

6 An Association of Teachers formed under the
7 influence of such convictions and purposes, cannot fail
8 to be productive of good to its members, benefit
9 to the cause of education and ^become^ an object of popular favor.
10 Let every member enter its portals with the fixed
11 and unalterable determination to do his whole
12 duty, contribute his full share of time and toil.
13 The larger the number of shares ^taken^ and the prompter the
14 payment of his stock, the larger will be his divi-
15 dends and the earlier the returns.

16 Such periodical reunion, Fellow Teacher, will
17 cheer our flagging spirits, strengthen the cords of
18 mental sympathy, enlarge the circle of professional acquaintance and man than realize the fable of
19 Antonius.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 Antaeus' secret and defeated and killed him by lifting him up from the ground. Jennifer March, *Cassell's Dictionary of Classic Mythology* (Great Britain: Cassell, 1998), 98.

1 (43)
2 with his mother earth, shall not our return from this
3 convocation to our several parts of labor and scenes of
4 toil, wish new renewal and invigorate purpose? These inter-
5 changes of views, these companions of experience,
6 these conflicts of intellect, will enlarge our field
7 of vision, increase our stock of practical wisdom
8 impart strength, symmetry, and worth to our mental ac-
9 tivity, while at the same time they will open
10 new and rich sources of social enjoyment and teach
11 us all that important lesson, so hard to learn
12 yet absolutely essential to all true progress, “not
13 to think of ourselves more highly than we ought
14 to think.”¹¹⁴

15 The appropriate exercise of such Associations
16 will both stimulate and promote self improve-
17 ment, prompt intellectual effort and moral cultures
18 and result in making its members better ^citizens^ ~~Men~~
19 more successful teachers, more zealous and intelli-
20 gent advocates of popular education and more worthy
21 of the name and character of American Citizens. Instructors.

¹¹⁴ 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.”^{‡‡}