UNITED STATES DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, Secretary

OFFICE OF EDUCATION WILLIAM JOHN COOPER, Commissioner

THE AMERICAN LYCEUM

ITS HISTORY AND CONTRIBUTION TO EDUCATION

By CECIL B. HAYES



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Letter of Transmittal

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., September 25, 1931.

Sir: The manuscript attached was first brought to my attention by the faculty of the School of Education of Stanford University. I read it with much interest and decided that it ought to be printed for three reasons, all of which appear to me valid:

First, it represents a contribution to the writing of the history of American education.

Second, it will furnish a valuable background for discussion of the life and work of Horace Mann when the Centennial Celebration of the establishment of the Massachusetts Board of Education is held in 1937.

Third, it provides an excellent illustration of the old American habit of 'getting together voluntarily to do a piece of community work. Especially in these days when many are inclined to look to Government to perform functions formerly regarded as non-Governmental and to attempt the solution of problems by passing statutes, a short history of the American Lyceum may serve to call our attention to a "good old American custom" in attacking community problems.

Respectfully submitted.

WM. JOHN COOPER, Commissioner.

The SECRETARY OF THE INTERIOR.



Introduction

During an investigation made to determine to what extent teachers in the United States had organized teachers' associations previous to the forming of the National Education Association, the American Lyceum was found to be the first educational institution, of which teachers were a part, having a program calculated to improve the educational status of the Nation. Here and there statements were found indicating that the American Lyceum had done a great deal toward the accomplishment of its purpose. Since it was impossible to find a complete record of the lyceum's activities, a record which satisfactorily answered the question—How and what did the American Lyceum accomplish?—the writer thought the American Lyceum would make a very interesting and profitable subject for further investigation.

. The importance of the American Lyceum as an educational institution was indicated by Henry Barnard in his brief historical summary of the association. Barnard said:

The first quarter of the present century was marked by a constantly increasing energy in the working of the leaven of educational improvement. Toward the end of that period and during the succeeding decade the ferment wrought so actively as to generate a numerous, heterogeneous brood of systems, plans, and institutions—many crude and rudely organized; many that never reached an organization; many that did their work quickly and well; few that have survived to the present time. Of all these, whether under the names of schools systems (infant, free, monitorial, manual labor, agricultural, etc.), or of mechanics' institutions, lyceums, societies for the diffusion of useful knowledge, mercantile associations, teachers' seminaries, school agents' societies, library associations, book clubs, reading associations, educational journals, etc., none created so immediate and general interest, or excited for a time an influence so great or beneficent, as the American Lyceum.

Dexter also said:2

A mere glance at this list (activities approved by the American Lyceum) is enough to show that we have in this movement a forerunner and parent of many of our most valuable institutions to-day. The United States Weather Bureau, library extension, the museum of natural, history, the scientific laboratory, free textbooks, the village improvement society—all are there foreshadowed; and there can be little doubt that the National Education Association and the American Association for the Advancement of Science were both more or less directly the outgrowth of the lyceum movement.

¹ Henry Barmard, ed. The American Lyceum. American Journal of Education, 14: 535, 1864.

Bdwin Grant Denter. A History of Education in the United States, p. 570.

The fact that these historians and others made such enthusiastic statements, and the disturbing fact that little was said to justify their declarations, aroused a desire to determine whether the American Lyceum deserved unlimited praise. A hasty survey of the source material indicated that the praise was justified; that the American Lyceum had been a potent force in the development of common-school education and the general diffusion of useful information.

The study was made in order to determine the details of the lyceum's development, and to discover, if possible, what it had done to make it a telling influence toward the extension and improvement of common schools in the United States. The lyceum activity was prompted by a twofold purpose: (1) The "diffusion of useful information" through its mutual education program, and (2) the confident adoption of thecause of common schools. It is assumed that the first object tended to be supplementary to the second; that is, the information diffused consisted in part of knowledge about common schools and their value to the community, which brought people generally to a keen realization of the need of such schools, thereby enlisting their active support in the movement. In a sentence, the problem was to trace the lyceum's origin and growth, and to discover what it contributed to the advancement of public education.

The term "lyceum" originated in Athens, being the name given to the building or grove near the temple of Apollo Lyceus where Aristotle taught and as such became famous. Henry Barnard made the following comment: ⁸

The word was adopted in modern times and made a generic term or common noun to designate schools where the philosophy of Aristotle was taught, and subsequently in Prance to institutions for giving a higher grade of instruction to adults, upon a plan sometimes in whole or in part mutual or conversational, and thus somewhat similar to the lectures in which Aristotle gave his instructions at the original lyceum. . . . The Conservatory (Conservatoire) of Arts and Trades, in Paris, which originated with Vaucanson, in the reign of Louis XVI, but did not take specific shape and action until 1776, embodies, in a systematic form, many of the ideas of the lyceum, as proposed and labored for by Josiah Holbrook, for all classes of persons and integrals, from 1826 to 1840.

In the report on the "Origin and History of Lyceums" made to the Massachusetts State Lyceum in February, 1831, the following statements occur: 4



³ Henry Burdard, ed. Lyceum—Origin of the Name. American Journal of Education, Vol. VIII (1860), p. 249.

Gideon F. Thayer. Origin and History of Lyceums. American Annals of Education, Vol. I, 1831, p. 224.

Literary and scientific associations under the title of lyceums have been known in this country, especially in the State of New York, for many years. These institutions were, however, perfectly insulated in their character; no connection and but little cooperation existing between them; and their attention was confined, almost exclusively to natural history.

It is not known exactly why Mr. Holbrook gave the name "lyceum" to the organization he founded. The following editorial comment, which appeared in the American Journal of Education (Boston) in 1829, is probably as good an explanation as any: 5

Of the propriety of this designation being attached to a popular institution, different opinions are entertained. The name, however, has now become current, and a change would be impracticable. It would be but justice, however, to the individual who originally applied the name, to state that, at the time when it was adopted, the only institutions which resembled these for which the term is now used, were the lycea, such as still are found in various parts of the country, but established chiefly for objects connected with natural history. From these the name was borrowed, in anticipation of what in several instances has actually happened; societies formed for the limited purposes just mentioned, having identified with what are now generally called lyceums, by extending their plan so as to admit the natural sciences generally, and along with these several other branches of useful knowledge. It was not, then, it will be observed, the ambition of assuming a learned name, that led to the choice which was made, but the natural concurrence of circumstances. On the whole, there seems to be no solid argument against the denomination selected, and it was certainly a matter of consequence to adopt one which should not tend to limit the operation and the advantages of this institution, by apparently restricting its members to one class of society or one department of business. No one English word can be found which would suit the purpose of distinct designation; and if no evil more serious should ensue then the formation of an awkward plural (lyceums), there will ultimately be little room for regret on this score.

The term "American Lyceum" is used to designate the lyceum system as a whole. The system was composed of town, county, State, and national lyceums. Except for the town lyceums, the system was organized by representation, county, State, and national lyceums each being formed by delegates from the next smaller group. The name applies to the system, but the town or local lyceums were the fundamental divisions of the organization.

The sources of information about the lyceum are not extensive. However, the chief sources are primary. The American Journal of Education, edited by William Russell, was first issued in 1826, the year Mr. Holbrook organized the first lyceums. The American Annals of Education, edited by William C. Woodbridge, took the place of the Journal in 1831, when Mr. Russell found it necessary to discontinue



William Russell, ed. The American Lyceum. American Journal of Education, Vol. IV (1829), p. 52,

his publication because of ill health. The Annals were published regularly every month until 1839, at which time they were also discontinued. These two magazines were the official organs of the lyceum and gave considerable space to it. Both editors were educational leaders. Henry Barnard's Connecticut Common School Journal, published from 1838 to 1842, inclusive, is a valuable source of information, as is also the Common School Journal, edited by Horace Mann. The Common School Journal was first issued in 1838. Only the first half dozen volumes are of particular value to this study. Two Old South—Leaflets, the first published in 1829, the other in 1831, give many first-hand details, and also give comprehensive views of the lyceum movement as a whole. Henry Barnard's American Journal of Education is an invaluable reference.

These primary sources, with a few others, give satisfactory if not complete information about the American Lyceum. Facts about the lyceum spread and activities in the West and South are scanty, but occasional reports and notices clearly indicate the approximate developments in these regions. The New England, New York, and Pennsylvania lyceums are given constant attention.

Information concerning the development—that is, the extension—of the lyceum system is very scanty. Many reports of individual lyceums here and there are to be found, but scarcely anything is available which gives a view of the movement as a whole. The proceedings of the National Lyceum are complete, but only an occasional reference is made to the meetings of the State or county lyceums, outside of the favored regions mentioned above. This is especially true during the years from 1833 onward.

The secondary sources are few in number, and none treat the subject at any length. They draw almost entirely upon the primary sources mentioned.

For the most part the primary sources are valid and reliable. Occasionally a writer seems to be overenthusiastic. Some of the secondary sources, judged by comparison with the primary, are neither valid nor reliable.

The report of the study is presented in two parts, (1) the history of the lyceum, and (2) its contribution to the advancement of public education. Details of the lyceum's beginning, growth, and activity are given in the history, while part two consists of evidence indicating its contribution.

The American Lyceum was an educational institution of a type peculiarly fitted to be useful to the prople of the United States during



the second quarter of the nineteenth century. The basic part of the lyceum system was the town or village lyceums, which were local mutual educational associations. The usual plan of activity followed by the town lyceum was to hold weekly meetings, at which lectures and talks were given by members, or by members of other lyceums, who had some information not possessed by all. They discussed topics of general interest, debated, or watched the performance of some scientific experiment. Lecturers were frequently brought in from outside the community. Anyone who was interested was allowed to become a member. The young people who had not been privileged to go to school (there were great numbers of them) were especially invited. Teachers were urged to help and to profit by the contacts to be made and information to be gained.

The first local or town lyceums were organized under the leadership of Josiah Holbrook in 1826 in Massachusetts. These united within a few weeks to form a county lyceum. The movement became immediately popular and by 1831 had spread over the entire United States. Several State lyceums had been formed and they in turn, in 1831, organized the National Lyceum. Mr. Holbrook had suggested a plan for the entire organization in 1826, the whole system being referred to as the American Lyceum. The county, State, and the national lyceum were chiefly directive organizations, being composed of delegates; county lyceums were made up of town lyceum representatives, but the State and national lyceums were composed of delegates from the county and State lyceum, respectively. The object of the organization was to make the lyceums more unified in purpose and to keep them working enthusiastically toward a common goal.

Improvement of common schools was the primary object of the lyceum. This purpose was written into the constitution of all lyceums—town, county, State, and national. The men responsible for the lyceums, its constant and earnest advocates, were all educators, and, moreover, they were among the leaders of their day. Many of them were engaged in college and university work. They recognized the necessity of common schools, but they knew a great deal of reform and development must take place in these schools before they could be a satisfactory agency for general education. Common schools were considered to be the only possibility of educating all of the children.

The lyceum constantly urged those measures which finally did bring about improvement in common schools. They gave great impetus to the movement calling for special teacher training. A great difference



existed in 1831 between the few thousand well-qualified teachers and the 50,000 men and women who "kept" the common schools. The average common school teacher had no more schooling than could be received in the poor school in which he intended to teach. The lyceum helped develop in the public an interest which caused more schools to be provided and teachers to be paid better salaries. Wages were so small that few remained teachers for long, most of them receiving less than enough to pay their yearly expenses. The lyceum also helped bring about a great change in the teachers, causing them to become professionally minded enough to study their job, go to school, and organize teacher associations. Credit is due the lyceum for its part in helping to form public opinion, which made possible the formation of State boards of education, whose attention was centered upon common school education.

The national association functioned until 1839. Records of its activities and the proceedings of its annual conventions from 1831 to 1839, inclusive, are available, but no information concerning it after 1839 can be found. The State, county, and town lyceums are known to have continued their work for a few years after 1839, but those which survived after 1845 almost entirely limited their activities to securing a few good lecturers each year to address them.

The disappearance of the original type lyceum was not due to its failure to accomplish anything. The reason was, rather, that this lyceum had done its work. Other agencies which the American Lyceum had created or helped to create, which could carry on the work more effectively, were ready for their task. The lyceum's chief activity, championing common schools, had been taken over by State boards and State superintendents of education having authority to enforce their programs, and by the numerous, recently organized teacher associations.



THE AMERICAN LYCEUM: ITS HISTORY AND CONTRIBUTION TO EDUCATION*

Part I

HISTORY OF THE AMERICAN LYCEUM

Chapter I

The American Lyceum from 1826 to 1831

In October, 1826, Josiah Holbrook submitted to the educators and the people of the Nation, by means of the American Journal of Education, his plan ¹ for the organization of an educational society which should reach and affect every part of the Nation. The editor of the Journal, William Russell, states in his introduction to the article that Mr. Holbrook had given a great deal of thought to the plan submitted and that he had also helped to organize associations modeled on a similar plan. Mr. Holbrook closes his article by saying: ²

Several institutions, essentially the same as here proposed, have already been formed in our country, and some of them are highly useful and respectable; that others may and will be formed, there is no doubt. The object of the above articles is to forward the formation of them upon a general plan, and to form a connecting link between them which will enable them to unite their efforts, and may possibly lead them to vie with each other in prosecuting their general object, which is certainly second to no one that ever enlisted the talents of the philosopher or the statesman, or the feelings of the philanthropist.

Mr. Holbrook, addressing the editor of the Journal of Education, said: 2

Sir, I take the liberty to submit for your consideration a few articles as regulations for associations for mutual instruction in the sciences, and in useful knowledge generally. You will see that they are upon a broad basis; and the reason is that men of views enlightened enough upon education to see its defects and its wants, and spirit enough to act, are scattered more or less through the country, and all that is necessary for action is some definite plan of operation by which their efforts can be united and brought to

Appendix II, p. 58.

¹ Ibid., p. 58.

A thesis submitted to the department of education and the graduate council of Leland Stanford Junior University in partial fulfillment of the requirements for the Segree of Master of Arts.

bear upon one point. It seems to me that if associations for mutual instruction in the sciences and other branches of useful knowledge could be started in our villages, and upon general plan, they would increase with great rapidity, and do more for the general diffusion of knowledge, and for raising the moral and intellectual taste of our countrymen, than any other expedient which can possibly be devised. And it may be questioned if there is any other way to check the progress of that monster, intemperance, which is making such havoc with talents, morals, and everything that raises man above the brute, but by presenting some object of sufficient interest to divert the attention of the young from places and practices which lead to dissipation and to ruin. I do not doubt that alteration in the title and articles will be advisable; but I believe most confidently that something of the general plan may be carried into effect.

The name "lyceum" had not been applied to the institution proposed in the above plan, being merely designated "Society for Mutual Education," but when Mr. Holbrook organized the first of these associations in November, 1826, at Millbury, Mass., the name "Millbury Branch, Number 1, of the American Lyceum," was adopted. Henry Barnard, the indefatigable historian, makes the following comment:

The Millbury Branch was established in November, 1826, and the example was promptly followed by 12 or 15 other towns in the vicinity, and these, in accordance with Mr. Holbrook's plan, united by delegates in forming the "Worcester County Lyceum." During the same season, through his efforts, actively aided by the Rev. J. S. May, the Lyceum of Windham County, Conn., and several subordinate town societies were organized. To the development of his system Mr. Holbrook now devoted all his efforts, delivering courses of lectures in different sections of the country; distributing circulars and publishing articles in the Journals, explaining the object of the lyceum; making and exchanging collections of geological specimens; and establishing a manufactory of simple philosophical apparatus—all in immediate connection with the extension of the lyceum system.

William Russell commented in the American Journal of Education, early in 1827, as follows: 6

Meetings have recently been held in several places for the purpose of forming such associations according to the plan sketched in volume one of this Journal. A board of delegates for Worcester County has been organized. At the meeting held for this purpose the members assembled with spirit and determination, which were greatly increased by the proceedings of the day; and every doubt was removed of the general extension through the county of a system of mutual instruction. The spirit excited in Worcester County has already found its way into others, and there is a prospect, if not a certainty, that several towns in other counties will adopt the plan in a few weeks.

A circular was issued by Mr. Holbrook in May, 1828, in which he carefully outlined a good program of activity for the average lyceum and gave the generally accepted objectives of the lyceum movement.



Henry Barnard, ed. The American Lyceum. American Journal of Education, Vol. XIV (1864), p. 533.

*Ibid, p. 536.

William Russell, ed. American Lyceum. American Journal of Education, Vol. 1] (1827), p. 188.

Substantially the same plan of organization is given under the legend "Many lyceums have adopted the following or similar articles for their constitution" in an Old South Leaflet. This circular by Mr. Holbrook, giving a first-hand view of the American Lyceum as it was becoming organized in 1828, is quoted in full.

Article 2. To effect these objects, they will procure a cabinet, consisting of books, apparatus for illustrating the sciences, and a collection of minerals, and will hold meetings for discussions, dissertations, illustrating the sciences, or other exercises which shall be thought expedient.

Article 3. Any person may be a member of the lyceum, by paying into the treasury annually, 2 dollars; and 20 dollars paid at any one time will entitle a person, his or her heirs, or assigns, to membership forever. Persons under 18 years of age will be entitled to all the privileges of the society, except of voting, for one-half of the annual sum above named.

Article 4. The officers of this branch of the lyceum shall be a president, vice-president, treasurer, recording and corresponding secretaries, 3 or 5 curators, and 3 delegates, to be appointed by ballot on the first Wednesday of September annually.

Article 5. The president, vice-president, treasurer, and secretaries will perform the duties usually implied in those offices. The curators will have charge of the cabinet and all other property of the lyceum not appertaining to the treasury, and will be the general agents to do any business for the society under their direction. The delegates will meet delegates from branches of the lyceum in this county semiannually, to adopt regulations for their general and mutual benefit, or to take measures to introduce uniformity and improvements into common schools, and to diffuse useful and practical knowledge generally through the community, particularly to-form and aid a board of education.

Article 6. To raise the standard of common education, and to benefit the juvenile members of the lyceum, a portion of the books procured shall be fitted to young minds; and teachers of schools may be permitted to use for the benefit of their pupils who are members of the lyceum, the apparatus and minerals under such restrictions as the association shall prescribe.

Article 7. The president or any five members will have power at any time to call a special meeting, which meeting shall be legal, if notice shall be given according to the direction in the By-Laws.

Article 8. The lyceum will have power to adopt such regulations and by-laws as shall be necessary for the management and use of the cabinet, for holding meetings, or otherwise for their interest.

Article 9. The foregoing articles may be altered or amended by vote of two-thirds present, at any legal meeting; said alteration or amendment having been proposed at a meeting, not less than four weeks previous to the one at which it is acted upon.



¹The American Lyopum, or Society for Improvement of Schools and Diffusion of Useful Knowledge. Old South Leaflets, Vol. VI, No. 139 (1829), p. 303.

Josiah Holbrook. American Lycrum. American Journal of Education, Vol. III (1828), p. 503.

The Boston Patriot, quoted by the American Journal of Education, made the following comment which shows the adaptability of the plan:

The plan of the General Society admits and supposes that each town, county, and State lyceum will manage its concerns on most points, in a manner perfectly independent of all the rest, and fitted to the views, pursuits, acquirements, taste, ages, and wants of those coming within its sphere.

The Boston Advertiser reported the growth of the lyceum in October, 1828, as follows:10

More than 50 societies upon this plan are already formed, and from the greater or less success which has uniformly attended their operations, and from the great increase of strength and efficiency, which an extensive General Union of the plan could not fail to give to individual efforts, it is most earnestly hoped that every town and village in New England, at least, will take the subject into early and serious consideration, to determine whether they can not, during the autumn and winter, participate in spirit, and engage in the exercises, that they may enjoy the benefits of an institution designed for the diffusion of knowledge and the benefit of the world.

The Boston Advertiser also reported a meeting, held on November 7. 1828, at the Exchange Coffee House in Boston, for the purpose of "taking into consideration the subject of the American Lyceum." The meeting was organized, Daniel Webster being chosen chairman and George B. Emerson secretary. Mr. Russell, editor of the American Journal of Education, brought the subject before the meeting and proposed several resolutions which were adopted. Mr. Holbrook gave an account of the establishment of several branches of the lyceum in Massachusetts and some of the neighboring States and stated further that "their immediate effect had uniformly been to awaken a spirit of inquiry among all classes of the community." Edward Everett expressed his interest in the success of the institution.

The following resolutions were read and adopted:

Resolved, That this meeting regard with deep interest and cordial approbation the various indications of public sentiment on the subject of popular improvement, as expressed in the establishment of mechanics' institutions and local associations of different kinds, for the general diffusion of practical science and useful knowledge.

That this meeting consider the institution denominated the American Lyceum, as comprehending the chief objects of a general association for popular improvement, and the aid and advancement of common education in the primary and other schools.

That the extensive good already effected by this useful institution, and the reasonable expectation of its future progress, are such as seem to this meeting to commend it to



^{*}American Lyceum. Boston Patriot. Cited by the American Journal of Education, Vol. III, 1828, p. 630.

**M American Lyceum. Boston Advertiser, Cited by the American Journal of Education, Vol. III, 1828,

¹⁴ American Lyceum. Boston Advertiser. Cited by the American Journal of Education, Vol. III, 1828, p. 753.

the approbation and support of the community, and to render desirable the further extension of its influence, by enlarging the number of its branch associations throughout the country.

That the present season of the year seems a peculiarly appropriate time for the establishment of local branches of the lyceum, with a view to the immediate benefit of district schools.

That a committee be appointed to report to this meeting at the adjournment, in , what way the most effectual aid may be afforded to the interests of the lyceum.

The American Journal of Education, in February, 1829, under the heading of "Intelligence," published the following news item: 12

American Lyceum. This institution is according to accounts recently received from various parts of Connecticut, New Hampshire, Vermont, and Maine, becoming extensively established in New England. In the State of Massachusetts its branches are numerous; and these are in several instances organized into general associations for towns and counties. On the sixth of February a meeting of persons favorably disposed toward the lyceum was held in the Chamber of the House of Representatives. Several resolutions, calculated to promote the object of the meeting, were unanimously passed, and a committee was appointed for the purpose of collecting information, and reporting on an early day of the next winter session of the legislature.

Henry Barnard gave the following interesting details of the development of the American Lyceum in 1829: 18

In 1829 branches had been formed in nearly every 8tate in the Union, and a deep and generous interest had arisen upon the subject in every portion of the country, particularly at the South.

In February, 1829, a meeting was held in the Representatives Hall, Boston, consisting of members of the legislature and other gentlemen, and presided over by the Honorable Mr. Dennie, of Leicetter, to consult "upon the state of education of the Commonwealth, and on those associations for promoting it, denominated lyceums." It was resolved "that we regard the formation and success of lyceums as calculated to exert a conspicuous influence upon the interests of popular education, and of literature and science generally," and "that it be recommended to the school teachers in the several towns to connect themselves with lyceums, and form a distinct class or division for their appropriate pursuits." A committee was appointed to collect information concerning lyceums and report to the next similar meeting. This was held on February 19, 1830, Governor Lincoln presiding. Rev. Asa Rand at that time reported in behalf of the State committee, and county committees were appointed to promote the formation of county lyceums, in order to the speedy establishment of a State society.

A central, or State committee, was also chosen, consisting of Mesers. A. H. Everett, A. Rand, J. Bowdoin, J. C. Merrill, J. P. Biglow, E. Bailey, J. Walker, J. H. Ashmun, H. Mann, and W. Lowering, who issued circulars advising the establishment of town and county lyceums, the introduction of the infant school system into common schools,



¹¹ American Lyceum. American Journal of Education, Vol. IV, 1829, p. 77.

Henry Bernard, ed. The American Lyceum. American Journal of Education, Vol. XIV, 1864, p. 537, 91114*—12——2

and the survey of towns, and the construction of maps. The number of town lyceums in the State, as reported, was 78, with county lyceums in Worcester, Essex, and Middlesex Counties.

No information concerning the lyceum's development during the year 1830 could be found. The American Journal of Education, the chief source of information about the lyceum during the early years of its development, was not published during the first seven months of 1830, as Mr. Russell found it necessary because of failing health to go to Switzerland. In August, 1830, William C. Woodbridge became the editor of the Journal's successor, the American Annals of Education and Instruction. Mr. Woodbridge produced a journal almost identical to the American Journal of Education. Woodbridge was in sympathy with the lyceum movement. In his editor's address, he said: 14

We cordially wish them (lyceums) success, as institutions fitted to raise the standard of intellect and education, and improve the tone of social intercourse and moral feeling, by presenting elevating subjects for social investigation; and we hope to render this work a means of promoting their objects.

In the March, 1831, issue of the Annals the following item appears: 15

County conventions have been held lately in Wayne, Monroe, Courtland, and Ontario Counties, in New York; at most of which county lyceums or associations have been formed; and a State convention at Utica, in which 22 counties in the State were represented by delegates.

The New York State Lyceum was organized in January, 1831.16

The Massachusetts State Lyceum is reported ¹⁷ having been organized on February 25, 1831. Its objects were stated to be the advancement of popular education, the general diffusion of knowledge, and the encouragement of useful inventions.

The State Lyceum of Maine was formed sometime during 1831, but no record was found to indicate which month. This lyceum is listed as one of the group which organized the American (National) Lyceum in May, 1831.

¹⁴ William C. Woodbridge. Editor's Address. American Annals of Education, Vol. I, 1830, p. 6.

¹⁴ Intelligence. American Annals of Education, Vol. I, 1831, p. 126.

¹⁶ lbid., p. 157.

¹⁷ Ibid., p. 224.

Chapter II

The Period of the National Lyceum, 1831 to 1839

The New York State Lyceum requested delegates from other lyceums and friends of education to meet in the city of New York on May 4, 1831, to organize a National Lyceum. Delegates from three State lyceums, those of Maine, Massachusetts, and New York, as well as representatives from Yale and Dickinson Colleges and several county lyceums, met on the specified date.

The committee of arrangements soon reported a constitution ¹ for the American Lyceum, and several subjects for discussion during the session. Article 3 of the constitution provided for representation from every part of the country. It was hoped by this means to bring and hold the widespread system of lyceums together. This feature also made possible the collection of facts relating to the conditions and wants of schools and provided a means of directing local activity concerned with school improvement. A committee, making a report of the National Lyceum organization to the annals, said: ²

For the facts which are expected, as well as for all the operations of the system, designed for direct instruction or utility, the principal dependence is on the town lyceum, which, it is hoped, will soon be universally established throughout the country. All necessary facts relating to education can be collected with great ease by all town lyceums, and in a great measure from teachers, who are in many cases, members, ex officio of these societies. From the town lyceums, the facts are sent to county societies, where they are embodied, and again reported to the State lyceums, and thence to the national society.

There is every reason to believe that at the next meeting of the society every State in the Union will be represented and a mass of facts collected, which they can apply to the future operations and success of the cause of education throughout the country. The expectation that such a representation will be made, and such facts collected, is founded on the urgent calls made by the friends of education in every part of the country for cooperation, and the great and manifest facilities the society will afford for concentrating and combining efforts, and for extending a uniform system of measures into all departments of popular education.

¹ Appendix II, p. 58.

Nathan Sargent. American Lyceum. American Annals of Education, Vol. 1, 1831, p. 273.

The chief topics discussed were:

What is the best way to improve common schools; what are the most eligible and practicable means of advancing and perfecting the science of instruction; to what extent is the monitorial system advisable and practicable in common schools; ought manual labor schools to be encouraged, and upon what general plan; should every boy who can devote his whole time to study until the age of 16 be put to the study of Latin and Greek and, if not, to what class should these languages be restricted; to what extent may lectures be useful in common schools; to what extent can the natural sciences be advantageously introduced into common schools; the object and usefulness of town and district lyceums, what should be the object of county and State lyceums, and should they be formed?

The result of the deliberations at the first meeting were summed up in the resolutions adopted. Particular attention was given to common-school improvement.

The executive committee, which was in charge of publications, sent circulars over the Nation during the year following the first meeting, explaining the nature and objects of the lyceum.

The American Spectator reported that there were 900 towns in the United States having lyceums, besides those of the counties and States.

The Tennessee State Lyceum was organized in October, 1831. The lyceum met—

for the purpose of hearing reports from the several town and county lyceums respecting the state of education, and their several improvements, facilities, and prospects; of hearing discussions, addresses, or lectures; of devising adopting measures to introduce a uniform and improved system of education throughout the State, and to forward, so far as may be thought expedient, the measures proposed by the national lyceum for general cooperation.⁷

The Tennessee National Banner made the following comment:

The State lyceum, we understand, is ultimately destined to be a central rallying point for the local lyceums and literary institutions of the State, and a convention of delegates from such establishments may be formed in the several towns and counties for the purpose of mutual instruction, and general improvement.

The Illinois State Lyceum was formed in December, 1831, at Vandalia, by a group of gentlemen from over the State who were "desirous of encouraging education and especially common schools."



¹ Ibid., p. 278.

Appendix III, p. 59.

Henry Barnard, ed. The American Lyceum. American Journal of Education, Vol. XIV, 1864, p. 541.

Lyceums. American Spectator. Cited by American Annals of Education, Vol. I, 1831, p. 491.

⁷ Tennessee State Lycsum. National Banner. Cited by American Annals of Education, Vol. II, 1832, p. 96.

¹ Ibid., p. 96.

^{*} Ibid., p. 411.

The following news item appeared in March, 1831, issue of the Annals: 10

County conventions on education have been recently held in the 12 counties of Vermont, and two in New Hampshire, which were attended by Mr. Holbrook, of Poston, for the purpose of aiding them in concerting means of improvement. At nearly every meeting the citizens manifested much interest, intelligence, and promptness of action, unanimity, and simplicity in the measures adopted. Weekly meetings of teachers, semiannual county conventions, and visible illustrations in schools were uniformly and warmly recommended. There was a general conviction of the necessity of beginning the work of improvement immediately. Committees were appointed, and times specified for town and county meetings to organize lyceums, or associations, for the improvement of schools and the advancement of education in general. Four or five county lyceums were formed at the time, and town conventions have been recently framed in several places in that State.

The second annual meeting of the American Lyceum convened in New York City on May 4, 1832, being composed of 60 to 65 delegates from State and county lyceums, other lyceums and associations, and two colleges. There were also present, by invitation, representatives from Spain, Mexico, and Venezuela.

Reports were made to the convention concerning the growth and activities of lyceums over the county which had reported direct or through their State lyceum. Reports were not so numerous as had been expected and regret was expressed that the State and county lyceum had not been so prompt and active as to best promote the purposes of the system. That an agent or agents were needed to help in spreading information about the lyceum system and in organizing town lyceums was evident, although several lyceums, recently formed, had been organized by persons who had casually heard about the lyceum and who were convinced of its worth. The corresponding secretary's report on lyceums, made to the convention, contains these statements: 11-18

A new meaning has been applied to the word lyceum, which is not yet universally understood in all its extent, embracing, as it does, every association for mutual, intellectual improvement, and at the same time involving the idea of connection with a wide system of correspondence and cooperation, by the means provided in the constitution of our general society. Hundreds of library companies, debating clubs, reading room companies, etc., exist in the United States; and many more would be formed, as well as associations for the support of lectures, cabinets, and the improvements of schools, etc., if their advantages and the benefits to be derived by their members from such a system of cooperation as is proposed by the American Lyceum, were well understood. Hitherto, many of these societies have acted independently, and slowly imbibe any new idea of this kind.



¹⁰ Ibid., p. 126

ti-48 Theodore Dwight, Jr. American Lyceum. American Annals of Education, Vol. II, 1832, p. 340.

Mr. Holbrook, who since 1826 had been giving a large amount of his time to the forwarding of the lyceum movement, wrote from the West (on the Mississippi River) in January, 1832, to the corresponding secretary of the Massachusetts Lyceum as follows: 18

The lyceum system never presented itself to my view with so much grandeur or importance as since my visit to Ohio, Indiana, Illinois, Missouri, Kentucky, and Tennessee, in each of which State meetings or conventions of the friends of education have been held, and measures adopted to organize State lyceums, and to extend the system through the whole community. A unanimous opinion and strong feeling have been manifested upon the subject in favor of the lyceum as particularly fitted to a new and thinly settled country; and it is perfectly evident that nothing is wanting but a sufficient number of good agents to act under the patronage of State and country lyceums, to extend their operations and blessings to nearly every family in this Western country, while not more than a third part of them have the advantages of schools:

At the annual meeting of the Massachusetts State Lyceum, February 1, 1832, a great deal of enthusiasm was shown over the accomplishments and prospects in Massachusetts. Reports were heard from Middlesex, Norfolk, Worcester, Hampshire, Hampden, Franklin, Bristol, Suffolk, and Essex Counties. There were 26 towns in Essex County, 23 of which had lyceums.

The report ¹⁴ to the national organization by a delegate from the Massachusetts Lyceum gave the number of members belonging to 27 of the more important lyceums in the State as being about 5,500; an average of 200 each. The Salem Lyceum had 1,200 members, Newton 681, Newburyport 450, Gloucester 400, New Bedford, Haverhill, Charlestown, Boston, and Worcester from 200 to 300 each.

The report states:

Nine or ten of the number have halls, either built, or in progress; one of them at an expense of \$1,200. Four or five have libraries of from one to three hundred volumes; and one a collection of about a thousand.

Some interesting details about the lyceums in Middlesex County, Mass., are worthy of noting. 18 Of the 23 town lyceums in the county in 1832, only two existed in 1829. These lyceums held their meetings either weekly or semimonthly. Children were admitted free. The membership varied from 100 to 300. The Newton Lyceum had a library of 500 volumes, that of Waltham contained 800 volumes and they also possessed apparatus worth \$1,000. The Waltham Lyceum



¹³ Josiah Holbrook. Correspondence. American Annals of Education, Vol. II, 1832, p. 110.

⁴ Ibid, p. 41.

Middlesex County Lycrum. American Annals of Education, Vol. II, 1832, p. 132.

reported, 16 "Our institute numbers most of the men within a convenient distance and includes from one to two hundred females."

The third annual meeting of the National Lyceum was opened in New York on May 3, 1833. William A. Duer, president of Columbia College, was appointed president. About 85 delegates were present, coming from many different types of societies.¹⁷ The New Hampshire State Lyceum formed since the second annual meeting sent delegates. The corresponding secretary reported that although no regular correspondence had been opened between the State lyceums and the national society, yet several State and many local lyceums had been formed during the year.¹⁸ Oral reports were made by delegates concerning the state of education (common schools) and the progress made by lyceums in Massachusetts, Connecticut, New York, Kentucky, and New Jersey. The following subjects were adopted for discussion: ¹⁹

1. A national cabinet of natural history, to be established in New York, through the agency of lyceums and schools in all parts of the Union.

2. Meteorology: Inviting lyceums and schools to cooperate, as in the cabinet.

3. Manual labor system, as connected with schools and literary institutions generally for both males and females.

4. Systematic benevolence; or contributing money, or effort, for common and charitable objects, as a prominent part of the arrangements, both in schools and lyceums.

Resolutions were made treating of the spread of the lyceum system, natural history cabinets, a textbook on jurisprudence, meteorological observations, benevolence, publications, ornithology (with special reference to John J. Audubon), manual labor system, textbook on physiology, and the state of education in Virginia.

The editor of the American Annals of Education made the following announcement concerning the fourth annual meeting on the American Lyceum in February, 1834:

A number of distinguished friends of learning have been appointed by the executive committee of the American Lyceum to furnish essays on a variety of interesting subjects; and invitations will be sent to those and many other gentlemen in all parts of the country to attend the fourth annual meeting, early in May next, which it is believed will have much interest. The appointments made, it is to be understood, do not preclude volunteer communications.

The convention, as announced, met on May 2, 1834, in New York City. The New York Daily Advertiser reported the activity of the



¹⁰ Ibid., p. 66.

[#] Appendix IV, p. 66.

¹⁶ American Lyceum. American Annals of Education, Vol. III, 1833, p. 347.

M Appendix III. Pull text of the resolutions of 1833.

organization. About 60 delegates were reported to have been present. The Advertiser lists as the most interesting the lectures on the state of education and lyceums in Massachusetts, by Hon. William B. Calhoun; on the New Jersey Lyceum, by Rev. W R. Weeks; on the state of education and the 13 new lyceums of Georgia, by Judge A. S. Clayton.

The chief questions for discussion during the fourth annual meeting were: 21

- 1. Is the establishment of a central school for teachers desirable in the United States, and on what plan should it be founded?
- 2. Is the monitorial system in any form or degree appropriate to our common schools?
- 3. Ought corporal punishment to be inflicted in our common schools?
- 4. How far and by what means may natural history be introduced into common education?
 - 5. Should the ancient languages constitute a part of education in common schools?

Mr. Holbrook visited the Literary and Philosophical Society of Charleston, S. C., during 1834, at which time he called their attention to the subject of lyceums. A committee was appointed by the society to prepare a circular telling of the origin, operation, purpose, and advantages of the lyceum, to be distributed over the State.

The city of Baltimore developed a Union Lyceum during 1834, which was divided into 12 branches or ward lyceums, these being further subdivided into departments, such as ladies', mothers', teachers', apprentices', and seamen's lyceums. The last were again subdivided into classes. The lyceum was reported to be flourishing and that all were working to promote the same object.

The American Lyceum met for its fifth annual convention in New York City on May 8, 1835.²⁵ The body of delegates was not large, about 50 in number, but they were enthusiastic and the convention continued for three days. A committee of three proposed the following questions for discussions:

- 1. Should natural history be taught in common schools?
- 2. Ought the principles of the Christian religion to be made a regular part of common instruction?
- 3. By what means may a taste for the fine arts be generally cultivated among all classes?
- 4. What improvements are necessary in the laws of the State of New York, in relation to common schools?



M American Lyceum. New York Dully Advertiser. Cited by American Annals of Education, Vol. IV, 1834, p. 279.

²¹ Appendix III. List of resolutions of 1834 meeting, p. 59.

^{*} Baltimore Union Lyceum. American Annals of Education, Vol. IV, 1834, p. 480.

^{*} Traquactions of American Lyceum. American Annals of Education, Vol. V, 1835, p. 207.

- 5. How may our thinly settled districts be best supplied with means of education?
- 6. Ought more female teachers to be employed in our common schools?
- 7. Ought corporal punishments to form a regular part of common-school discipline?
- 8. How may the application of science to the arts of life be best taught in common schools?
- 9. Ought political economy to be taught as a branch of common education?

The corresponding secretary reported having received an unusual number of letters and reports and that Miss Catherine Beecher, Messrs. C. Dewey, W. Dunlap, T. Cole, and C. Frazier had sent essays. The president of the lyceum, President W. A. Duer, of Columbia College, read Miss Beecher's essay (prepared for the lyceum) on the "Education of Female Teachers." This essay, by the authority of the executive committee, was read before a meeting of women in the city, who determined to raise money to have the essay published in order that it might become extensively known. It was printed without delay.

Resolutions dealing with the following subjects were made during the convention: Miss Beecher's essay; female seminaries; publication of interesting and useful papers; the address on lyceums to the Literary and Philosophical Society of South Carolina; the report of lyceum multiplication in South Carolina, Virginia, Georgia, and other States; the American Institute of Instruction; New York City Lyceum; advantages of lyceums; publication of Professor Dewey's essay; and teacher conventions.

The following are statements selected from the report of the corresponding secretary of the American Lyceum: 26

The first creation of the American Lyceum attracted the attention of intelligent persons in different parts of the Union; and its first invitation was promptly replied to far in the West by the organization of a branch at Detroit. . . . A variety of associations and individuals have reiterated the declaration that the country is in need of such influences as we have wished to exert, and prepared to cooperate in such measures, as we wish to pursue. . . . The most interest at the present time prevails in some of the southern States.

In August, 1835, the Pennsylvania State Lyceum was organized, the meeting having been called by the Lyceum of Teachers of Philadelphia.³⁷ The lyceum declared itself in favor of the American Lyceum purposes in a number of spirited resolutions. Ladies who were friendly to the cause of education were invited to become members.



M Appendix V. A list of lectures and essays given before the American Lycsum, p. 66.

^{*} Appendix III. Pull text of the 1835 convention resolutions, p. 59.

^{*} Transactions of the American Lyceum. American Annals of Education, Vol. V, 1835, p. 202.

Beducation Convention in Pennsylvania. American Annals of Education, Vol. V, 1835, p. 470.

Mr. Holbrook, who was present at the meeting, stated that there were in the United States not far from-

sixty colleges, 500 academies, besides a great number of private institutions; 50,000 common schools; and many infant schools. That there were also a national lyceum, 15 or 16 State lyceums, and over 100 county lyceums, and about 3,000 village lyceums, besides a great number connected with academies and schools.

The New Jersey State Lyceum met in a special session in January, 1835. The chief concern of the convention was the welfare of common education. The members sought to develop a method whereby a thorough investigation of the common-school situation in New Jersey might be made, declaring that to be the "first step in reform." 28

The United States Naval Lyceum reported a steady growth, with increasing possibilities for service in its particular sphere.29

The editor of the American Annals of Education made the following comment about the sixth annual convention of the National Lyceum: 80

The lyceum was attended by nearly 100 friends of lyceums and of education generally; and the meeting was one of considerable interest.

We can not help expressing the gratification we feel in finding the attention of the lyceum, at its late session turned almost exclusively to common schools. These, one would think, are beginning to be regarded as they should be as the hope of our country, and of its free institutions.

This news note indicates the subject of chief interest to the delegates at the sixth convention of the American Lyceum. A greater number and a wider variety of association representatives interested in popular education were present at this meeting than at any previous one.31 The influence of the discussion and the impetus of the resolutions reached a large number of organizations scattered over the United States.32

Address and essays on the following subjects were given or read before the convention: 88

Methods and Means of Instructing the Blind, The Influence of Literary Institutions on the Interests of the Union, Emulation in Schools and Proper Motives to Study, The Means of Procuring Popular Cooperation in Favor of Common Education, The Moral and Intellectual Conditions of the German Population in the United States, Missionaries of Education, The Education of the Blind, and Education in New Granada.



ss New Jersey Lyceum. American Annals of Education, Vol. V, 1835, p. 139

[&]quot; Ibid., p. 391.

The American Lyceum. American Annals of Education, Vol. VI, 1836, p. 281.

¹¹ Appendix IV, p. 66.

⁸⁸ Appendix III. Resolutions of 1836 Convention in full, p. 59.

²⁸ Appendix V, List of lectures and essay, with authors, p. 66.

The resolutions concerned with the common-school improvement called for action on the part of those able to assist in the movement. Lecturing, discussion, forming lyceums, and any other method which would bring out popular cooperation in the establishment and improvement of common schools were urged. Getting information to the people was considered the way to begin improvement. Those present at the convention pledged themselves in a resolution to act.

The National Gazette reported ⁸⁴ that numerous lyceums had lately been established in the German counties of Pennsylvania. A large portion of the members of the lyceum convention held in York, Pa., were Germans. These same Germans stood in opposition to college and theoretical education.

The Seventh Annual Meeting the American Lyceum was announced by the Annals in April, 1837, to take place at Philadelphia. The corresponding secretary mentioned that able men had been secured to deliver lectures and otherwise lead the thought of the meeting. The following three questions selected for discussion were listed:

1. What principles should be adopted by a State in apportioning its share of the surplus revenue for the support of common education?

2. To what object should a friend of education first direct his efforts in his own immediate neighborhood?

3. What is the best plan of organization for lyceums in a thinly scattered district?

The convention met on May 5, about 65 representatives being present. The above questions were discussed, but whether or not any decision was reached or any action taken was not recorded. Resolutions ³⁶ were passed requesting all lyceums to make and report weather observations. A committee was appointed to petition the Congress of the United States to give thought to the importance of meteorology, suggesting the appropriation of a sum of money to be used in securing an able meteorologist who should collect and record weather observations made throughout the Nation.

A committee was appointed and empowered to employ an agent or agents whose duty should be the collecting and diffusing of information about lyceums.

All friends of education were urged to assist in establishing lyceums—town, county, and State.

The report of the seventh annual meeting is a brief abstract. Nothing was said about the activities of State or county lyceums. No news

* Appendix III. Resolutions for 1837 given in full, p. 59.



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M German Lyceums. National Gauette. Cited by American Annals of Education, Vol. VI, 1836, p. 476.

M American Lyceum. American Annals of Education, Vol. VII, 1837, p. 182.

items or articles concerning the lyceum system or any of its parts appear in the seventh volume of the Annals. Since no other source of information is available, the record is incomplete.

The State Education Convention of New York, held at Utica, commencing May 11, 1837, made a resolution supporting lyceums.⁸⁷ The convention recommended the formation of school lyceums, on a plan laid down by a Mr. Anthony who had lectured on the subject.

The Eighth Annual Convention of the American Lyceum met at Hartford, Conn., May 15, 1838. Rev. T. H. Gallaudet ⁸⁸ was made chairman. Reports were received from the Pennsylvania and Connecticut State Lyceums, also from 21 other lyceums, institutes, and kindred societies. ⁸⁹

The convention recommended in a resolution that teachers in public and private schools throughout the country form themselves into associations, and "that they hold regular periodical meetings for mutual instruction relative to their duties in the government of education and elevation of the character and condition of their respective schools."

Other resolutions touching upon the subjects of the American Sunday School Union, the use of the Bible in schools, and the employing of lyceum agents were made. 40

TABLE 1.—Presidents and vice presidents of the American Lyceum

Year	Presidents	Vice presidents
1831 May	Stephen Van Rennelaer Meeting place: New York City	Alexander Proudfit. John Griscom. Robert Vaux. Edward Everett. Thomas 3. Grimke.
1832 May	John Griscom Meeting place: New York City	Alexander Proudfit. Robert Vaux. Edward Everett. Thomas 8. Grimke. P. Lindsley.
1833 May	W. A. Duer Meeting place New York City	Alexander Proudfit. Robert Vaux. Edward Everett. Thomas 8. Grimke. P. Lindsley.
1834 May	W. A. Duer Meeting place: New York City	Alexander Proudfit. Robert Vaux. Bdward Everett. Thomas 8. Orimke. P. Lindsley.

[#] State Education Convention. American Annals of Education, Vol. VII, 1837, p. 329.

" See Appendix III for full text of resolutions, p. 59.



M See Table 1, for litts of American Lycrum officers, p. 16.

^{*} Transactions of the American Lyceum. American Annals of Education, Vol. VIII, 1838, p. 280.

TABLE 1.—Presidents and vice presidents of the American Lyceum—Continued

Year	Presidents	Vice president
1835 May	W. A. Duer Meeting place: New York City	Alexander Proudit. Robert Vaux. Edward Everett. P. W. Radcliffe. P. Lindaley.
1836 May	W. A. Duer Meeting place: New York City	Alexander Proudfit. Robert Vaux. Edward Everett. P. W. Radcliffe. P. Lindsley.
1837 May	G. W. Ridgley Meeting place: Philadelphia	Alexander Proudfie. Robert Vaux. Edward Evereet. P. W. Radcliffe. P. Lindsley.
1838 May	W. A. Duer Meeting place: Hartford, Conn.	G. W. Ridgeley. Edward Everett. P. W. Radcliffe. John Griscom. Nathaniel Terry. Theodore Prelinghuyaen.
1839 May	W. A. Duer Meeting place: New York City	G. W. Ridgley. Edward Everett. P. W. Radcliffe. John Griscom. Nathaniel Terry. Theodore Frelinghuysen.

Henry Barnard reported as follows in 1838, when he was the secretary of the Connecticut Board of Commissioners of Common Schools: 41

More than 20 lyceums in Connecticut were reported from, at the eighth annual meeting of the American Lyceum, which was held at Hartford in May last; and we believe there is a considerable number more in the State. Their plans are various, but all have useful ends in view, and their establishment and support reflect honorably on the intelligence, and generally the self-denying spirit of their most active friends.

These associations may be formed in almost any village or neighborhood by a few friends of knowledge; and by meeting with an audience once a week through the winter, delivering lectures in a familiar manner, exhibiting and conversing on minerals, plants, etc., inviting enquiries, requesting aid in collecting and arranging them, furnishing communications on similar subjects to editors of newspapers, contributing books for a library, arranging for their delivery, etc., and a visible improvement will be made in the aspect of society before the next spring.

. The following news note about the Boston Lyceum appeared in the May issue of the Annals: 41

This popular institution, says the Mercantile Journal, closed its last course of lectures in March. The interest with which it has been sustained from week to week, fair or

⁴ Henry Barnard. Lycrum. Connecticut Common School Journal, Vol. I, 1838, p. 40.

The Boston Lyceum. American Annals of Education, Vol. VIII, 1838, p. 233.

foul, has not been exceeded, it is believed, by any similar institutions in the country. The average attendance has been not far from two thousand persons.

The lyceum was one of the first of the present generation of popular institutions organized in this city, and what contributed more in the onset to its prosperity was the introduction of ladies, which, by the way, was not done—it being an innovation upon custom—till after a protracted discussion and violent opposition.

From the foundation of the lyceum to the present time its numbers and interest have been constantly increasing.

The ninth annual meeting was held in New York on May 3, 4, and 6, 1839. The entire meeting was given over to discussing and planning a national educational convention. The convention date was set on November 22, 1839; the meeting place to be Philadelphia. Friends of education (meaning public education) from over the United States were invited. The governors of the States were asked to invite friends of education in their States to attend the convention. In a notice appearing in the Philadelphia and New York papers the following pronouncements were made by the lyceum: 43

The friends of elementary education, anxious that adequate instruction should be extended to every child in our republic, have proposed that a convention be held in Philadelphia in November next, just before the meeting of Congress. . . . The plan proposed by Prof. Charles Brooks is to invite the governors or legislatures of the several States to invite the prominent friends of education to come as delegates. No power whatever is to be vested in the convention. It is merely for friendly consultation and debate. All sects in religion and all parties in politics have equal rights and opportunities. Sectarian politics and sectarian religion to be emphatically and wholly excluded.

Among the objects and topics contemplated are the following: To gather educational statistics; to ascertain what has been accomplished in different parts of the country; to discuss the systems now in operation in Europe, especially those in Holland, Germany, Prussia, France, and England, and see how far they may be applied in the United States; to enquire into the value of normal schools; to ascertain how and where may be procured the best school apparatus, the best models of schoolhouses, etc.

The convention might petition Congress to insert a new item in taking the next census; viz, to see how many children there are in each State between the ages of 7 and 16 who have received no elementary education.

These and their kindred topics would elicit a mass of useful information which might be relied on as a basis for introducing legislation, leaving to each State the opportunity of adopting or rejecting whatever it pleases. A committee, the members of which were from five different States—viz, New Jersey, Massachusetts, Pennsylvania, Michigan, and New York—prepared a circular which was published in the newspapers throughout the United States.44

The editor of the Annals commented about the circular as follows: 4



⁶ Henry Barnard. The American Lyceum. American Journal of Education, Vol. XIV, 1864, p. 553.

[&]quot;Appendix VII. Circular given in full, p. 70.

National Educational Convention. American Annals of Education, Vol. IX, 1839, p. 421.

We take great pleasure in publishing this circular. A convention wisely organized and judiciously conducted can hardly fail to give an impulse and right direction to the efforts that are now made in behalf of elementary education. The object and the occasion are noble. The patriot ought to be there, and the philanthropist, and the Christian. All may write in this work, and it needs and will reward the most strenuous labors of all.

Henry Barnard said of the proposed convention: 46

We sincerely hope that the proposed convention will be numerously attended, and that the discussions and statements there elicited will give an impulse to this great cause in every section of the land.

The names of the gentlemen who compose this committee are a sufficient guarantee that this call originates in the highest motives of benevolence and patriotism.

The following paragraph appeared in the annual report of the ninth meeting: 47

It has often been remarked that some good result has followed every public meeting of this association; and it is encouraging to find that its influence appears to have become stronger and more extensive with its age. The last or eighth annual meeting was held in May, 1838, at Hartford, and from the first hour of assemblying it was evident that good impressions were made. About 30 lyceums and kindred societies, in different parts of Connecticut, sent in reports, most of which had been before unknown to us; and a large circle of delegates from different parts of that State and the neighboring ones gave interest and animation to the occasion.

The executive committee of the Connecticut State Lyceum published the following notice in May, 1839: 48

The annual meeting of the Connecticut State Lyceum will be held at Hartford on Tuesday, the seventh of May. It is requested that all county and town lyceums, and all associations of teachers, or other bodies for the improvement of schools, will send delegates.

Besides the general progress of education in the State, it is expected that subjects of discussion respecting the improvement of schoolhouses, and the establishment of teachers' seminaries, will be presented to the lyceum.

The Middletown Sentinel said of this convention: "On the whole, the meeting of the lyceum was highly interesting, even beyond expectation." 49

Horace Mann, in his third annual report to the Massachusetts State Board of Education, reports that there were 137 lyceums in Massachusetts in 1839, the average number of attendants being 32,698.80



[#] Henry Barnard. National Convention of the Friends of Education. Connecticut Common School Journal, Vol. II, 1839, p. 20.

⁴ Transactions of the American Lyceum. American Annals of Education, Vol. IX, 1839, p. 380.

4 Connecticut State Lyceum. Connecticut Common School Journal, Vol. I, 1839, p. 152.

^{**} Connecticut State Lyceum. Middletown Sentinel. Cited by Connecticut Common School Journal, Vol. II, 1839, p. 83.

^{*} Third Annual Report. Common School Journal, Vol. II, 1840, p. 139.

The National Educational Convention met in Philadelphia as scheduled. Fifty-five delegates were present: New York, Maryland, North Carolina, District of Columbia, Delaware, the Pennsylvania Lyceum, directors of the Philadelphia public schools, Board of Commissioners of the Baltimore Public Schools, and various local lyceums. John Griscom was elected chairman.

A number of resolutions were passed, the purpose of each being the improvement and extension of common schools.⁵¹ Five committees, each having at least five members, were appointed to prepare bulletins and petitions to further the betterment of public education. One committee was assigned to each of the following duties: ⁵²

1. To propose an appeal to the people.

2. To petition Congress respecting the Smithsonian legacy.

3. To petition Congress respecting the appropriation of the proceeds of the sales of the public lands.

4. To petition the legislatures of the several States.

5. Special committee of arrangements for a general national convention.

No further reports concerning the activities of the National Lyceum are to be found, which indicates that no more meetings, purposing to further the lyceum movement and hold the system together, took place.

The representation at the annual meetings was usually rather poorly attended. Many State lyceums never sent delegates, others were very irregular. The reports of the local lyceums and their activities showed them to have been lopular, but the representation idea did not function well. The town lyceums were the organizations in which the actual work of self-improvement and the effective sponsoring of school improvement took place. The State lyceum was two steps removed from the base, the town lyceum. Since there were no very definite methods of maintaining the county and State lyceums, failure to have every part of the system properly functioning was inevitable. It is impossible to know how many local, county, and State lyceums there were in 1839. Mr. Holbrook, who traveled widely, knew the situation better than any other. He had reported not less than 3,000 town lyceums in existence in 1835. The reports, meager as they are, indicate a continued growth and vigor after 1835. The town lyceums did not die with the passing of the national organization, although they limited their activity mostly to self-improvement, through the securing of lecturers, from

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Appendix VII. Pull text of resolutions, p. 70.

about 1840 on to nearly the beginning of the present century. Their work of improving common schools was largely finished. How they advanced common education will be considered in Part II of this bulletin. The following chapter will tell of the lyceum activity after 1839. Not much information is to be found concerning the lyceum after 1839, because the American Annals of Education ceased publication at that time. Henry Barnard's Connecticut Common School Journal was published only four years, 1838–1842. The Common School Journal, edited by Horace Mann, gave attention almost entirely to the common schools of Massachusetts. Because of these circumstances, information about the lyceum after 1842 can be had only indirectly.

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Chapter III

The Lyceum After 1839

The American Lyceum as a national organization came to an end in 1839. With the cessation of publication of the American Annals of Education the same year the means of knowing what became of town lyceums, and especially what their purpose and programs were, faded almost to the vanishing point. The lyceums, though, as local institutions did not die. There may have been dissolution here and there, but the few references to the lyceums made during the 50 years following 1839 indicate a general maintenance of the institutions. The lyceum after 1839 was not the same in purpose as it had been before. The chief concern of the 1826 to 1839 lyceum was improvement of common education. After 1839 the lyceum confined its activities to adult improvement, lectures being the chief means.

Henry Barnard, in his report as secretary of the Connecticut Board of Commissioners of Common Schools in 1842, referred to lyceums as follows: 1

In ascertaining the means of popular education, and forming plans for its improvement, this class of institutions (lyceums, lectures, and libraries) could not be omitted. They aim to supply the defects of early elementary education, and to carry forward that education far beyond the point where the common school of necessity leaves it. . . . They create a more intelligent public opinion, which will inevitably, sooner or later, lead to great improvement in common schools, as well as in all other educational institutions and influences. But apart from their indirect influences, these institutions open a direct avenue to the public mind by the opportunities for public addresses and discussions on the subject which they afford. In the course of the last four years, the number and usefulness of these institutions have been tapidly extended. In all of the cities, and in many of the large villages, courses of lectures on various topics of public interest have been delivered to large assemblages of people.

Monroe makes the following statements concerning the lyceum.2

Between 1825 and 1850 most of the public lectures of the country were under such local organizations. This feature of the lyceum movement continued prominent down to 1880.

Wendell Phillips, one of the early lyceum lecturers, is said to have given his lecture on "The Lost Arts" two thousand times before lyceum audiences.

¹ Henry Barnard. Fourth Annual Report. Connecticut Common School Journal, Vol. IV, 1842, p. 188. ⁸ Will B. Monroe. Lyceum Movement in the United States. A Cyclopedia of Education, Vol. IV, p. 101.

Ralph Waldo Emerson once said, "The lecture platform is my pulpit. Lyceums—so that people will let you say what you think—are as good a pulpit as any." 8

Emerson's biographer, Edward Waldo Emerson, wrote: "He [Emerson] took a hearty interest in, and had great hopes for, the influence of that active focus of intellectual and spiritual life of the village for nearly 50 years. This institution [lyceum] was then new in New England."

The following item is taken from Emerson's Journals, dated 1844: 5

Mr. Emerson did not begin the year with any course of lectures, but was called, through the winter, to give lectures—sometimes two—in Boston, Providence, Salem, Fall River, Cambridge, Dorchester, and smaller towns, for lyceums were everywhere, and well attended.

From another of Emerson's Journals is taken another statement referring to lyceums in 1856: 6

The new year found Mr. Emerson in the West where he gas a lecture almost every week-day night through January, in Illinois, Wisconsin, Michigan, and Ohio. The exposure and discomfort were great, but he bore them as a philosopher should. On January 3, 1856, he wrote: "I find well-disposed, kindly people among these sinewy farmers of the North, but in all that is called cultivation they are only 10 years old; so that there is plenty of nonadaptation and yawning gulfs never bridged in this ambitious lyceum system they are trying to import."

William Russell in 1860, in his Recollections of Josiah Holbrook, said: "Many of these establishments remain as memorials of his benevolent enterprise, and still wear the designation of 'lyceum."

Henry David Thoreau also used the lyceum. His biographer said: "His first lecture, the subject of which was 'Society,' was delivered in April, 4838, at the Concord Lyceum, where he afterwards lectured almost every year during the remainder of his life."

Another glimpse of the lyceum is seen in the following note:

Up to 1848, when he was invited to lecture before the Salem Lyceum by Nathaniel Hawthorne, then its secretary, Thoreau seems to have spoken publicly very little except in Concord.



^{*} Edward Waldo Emerson. Emerson in Concord; a Memoir, p. 73.

⁴ Ibid.

^{*} Edward Waldo Emerson and Waldo Emerson Forbes. Emerson's Journals, Vol. VI. p. 487 (1844).

⁶ Ibid., Vol. IX, p. 3 (1856).

⁷ William Russell. Recollections of Josiah Holbrook. Barnard's American Journal of Education, Vol. VIII. 1860, p. 241.

Henry 8. Salt. Life of Henry David Thoreau, p. 36.

F. B. Sanborn, ed. Familiar Letters of Henry David Thoreau,

The Lyceum Bureau System, as we know it to-day, had its beginning in connection with the lecturing activities of Ralph Waldo Emerson. Emerson's biographer said: 10

Later the remuneration was better, liberal in large cities, and these, especially in the West, made arrangements with many towns in the neighborhood each to engage a lecture, and this custom soon gave rise to the Lyceum Bureau System.

Just what date "later" meant is not known, but it was probably about 1845 to 1850.

James Burton Pond,¹¹ in 1900, reviewed the merits of the great lyceum lecturers with whom he had personally come in contact and many he knew only by reputation. These were the great lecturers of the last half of the nineteenth century. They were lecturers with real messages for their hearers, were much in earnest, and were very popular. The lyceum was one of the agencies by means of which they reached the people.

The following are those mentioned by Pond: James B. Gough, Henry Ward Beecher, Wendell Phillips, William Lloyd Garrison, Charles Sumner, Robert G. Ingersoll, Oliver Wendell Holmes, Frederick Douglass, George William Curtis, Susan B. Anthony, Lucy Stone, Elizabeth Cady Stanton, Julia Ward Howe, David R. Locke, Josh Billings, "Mark Twain," Bill Nye, James Whitcomb Riley, and Henry M. Stanley.

Many millions of people listened to these lecturers and were influenced by them.

Will S. Monroe ¹² in 1913 said that at that time about 12,000 towns and cities of the United States were organized as lyceum centers; that is, a group of persons in each of these places went together and purchased a few evenings of the better type of entertainment, to be distributed over a few weeks or a few months time. The Chautauqua and university extension have almost entirely eplaced the "entertainment lyceum" and now the modern educational and entertainment phenomenon, the radio, along with the motion and sound picture, have almost taken the place of the Chautauqua and university extension lyceum. One social improvement device is dropped as soon as a better is available.



⁶⁰ Edward Waldo Emerson. Emerson in Concord; a Memoir, p. 199.

¹¹ James Burton Pond. Memories of the Lyceum. Modern Eloquence, Vol. VI, p. 893.

¹¹ Will S. Monroe. Lyceum Movement in the United States. J. Cyclopedia of Education, Vol. IV. p. 101.

Part II

CONTRIBUTION OF THE AMERICAN LYCEUM TO THE ADVANCEMENT OF PUBLIC EDUCATION

Chapter I

The Lyceum an Opportune Organization

The American Lyceum began its work at a time when an organization of its type was particularly needed. The lyceum's purpose was to improve common school education, and also to be an adult educational agency. The lyceum's program was calculated to make those coming under its influence enthusiastic supporters of common schools, from the double standpoint of improvement and extension.

Education for the 50 years previous to the beginning of the lyceum system in 1826 had been neglected. Illiteracy was general. A carefully prepared article in the Annals of Education ¹ stated the number of white children in 1834 south of New York and in the Western States without educational opportunities was 1,400,000. The entire population of the United States in 1830 was less than 13,000,000.

James G. Carter stated in 1824 that:

The decline of popular education among us, or rather the comparative retrograde motion of the principal means of it, has been more perceptible during the last 20 or 30 years than it ever was at any former period.

Some individual reports of educational conditions as they were about 1830 are as follows:

New Jersey (1828): 11.742 children were entirely without educational opportunities and 15,000 adults were unable to read. In many towns more than half of the children never attend school. In Sussex and Warren Counties, 40 districts were without schools. In Essex County, a rich and flourishing region, within a short distance of New York City, there were 1,200 children without educational opportunities. The total population of New Jersey in 1830 was 320,823.



¹ William C. Woodbridge, ed. Number of Teachers Required in the United States. American Annals of Education, Vol. IV (1834), p. 386.

James Gordon Carter. The Schools of Massachusetts in 1824. Old South Leaflets, No. 135, Vol. VI, p. 201.

Schools of New Jersey. American Annals of Education, Vol. I (1831), p. 363.

Pennsylvania (1828): There were at least 400,000 children in Pennsylvania between the ages of 5 and 15, and of these there were not 150,000 in all the schools of the State. "This general statement," said the report, "neither aggravates nor misrepresents the plain truth. On the contrary, it is a faint sketch of a formidable reality." The total population of Pennsylvania in 1830 was 1,348, 233.

Illinois (1831): The State of Illinois contains about 161,000 inhabitants, 47,895 of whom are from 4 to 16 years of age. It is ascertained that the whole number of children who attend school a quarter, or less portion of the year, is only 12,290, or about one-fourth of those who are of a suitable age to be at school.⁵

At a common school convention, held at Cambridge, Ohio, in February, 1836, Professor Jewett, of Marietta College, "repeated the statement so long reiterated, but which must be kept before the public mind until it produces its appropriate effects, that there are in Pennsylvania, Kentucky, Ohio, Indiana, Missouri, and Illinois, to say nothing of Tennessee and the other southwestern States, at least 640,000 children of suitable school age who received no schooling."

James G. Carter, speaking of the public schools of New England in 1824, said: 7

If the policy of the legislature in regard to free schools for the last 20 years be not changed, the institution which has been the glory of New England will in 20 years more be extinct. If the State continue to relieve itself of the trouble of providing for the instruction of the whole people and to shift the responsibility upon the towns, and the towns upon the districts, and the districts upon individuals, each will take care of himself and his own family as he is able, and as he appreciates the blessing of a good education.

The main improvement necessary to common schools was the securing of qualified teachers. It was almost impossible to do this, because teaching in the common schools was such a poor occupation that it was unattractive except to those who were young and inexperienced or poorly qualified. Teachers, actual and potential, could be secured only by the assurance that they would be paid reasonable salaries. The people of the districts generally would not provide such salaries until they were convinced of the necessity and justice of taxing themselves heavier for the maintenance of their schools. Eath community had to be shown or convinced. The States in 1826 did little or nothing to promote public education. There was no compulsion; each community provided the schools its educational understanding and desires dictated. The lyceum undertook to educate the people, and the unconcerned teachers as well, to the importance of public schools.



¹ Ibid., p. 360.

Common Schools in Illinois. American Annals of Education, Vol. 1 (1831), p. 597.

^{*}Common School Convention. American Annals of Education, Vol. VI (1836), p. 184.

^{*} James Gordon Carter. The Schools of Massachusetts in 1824. * Old South Leaflets, No. 135, Vol. VI, p. 220.

James Wadsworth, in a letter to a member of the New York Legislature, dated January, 1826, discussed the lack of training in the New York common-school teachers. He said:⁸

It is an undoubted fact that there is an utter waste of half the expense of, and half the time passed in, our common schools. The evil you will find is extremely difficult to remedy; but it can and must be conquered. The evil is the ignorance and the incompetence, and the object to be attained, the instruction of six thousand schoolmasters. This attained, the instruction of four hundred thousand youths will immediately follow.

Mr. Wadsworth, further commenting on this subject in a letter written in 1829, said: 9

To improve common schools in this State (New York), the employment of more able instructors is indispensable. It is idle to talk of employing graduates in our common schools. The article wanted does not exist. Our common schools teach little more than decent mothers teach; that is, to read and write imperfectly. Our eight thousand schoolmasters do not possess knowledge and can not communicate knowledge. Before we have the commodity we want, we must manufacture it.

This information about the condition of common school education in New York gives a very good idea of the common school situation throughout the United States. New York at that time probably had the best common schools of any State in the Union.

The following statement, from a report of the joint committee on common schools, submitted to the Legislature of Connecticut, May session, 1828, helps to complete an understanding of common school conditions, indicating what the condition of these schools over the Nation was: 10

In connection with the comparative depression of common schools, it should be stated that there is an increasing indifference on the part of the people to the interests of these institutions. . . . The States of New York and Massachusetts begin, already, to challenge a superiority for their common schools, although it is but a few years since they looked to Connecticut for their models, and sought the aid of her wisdom.

The State superintendent of the common schools of New York, A. C. Flagg, stated in a report made in 1828 that: 11

One of the principal reasons why the standard of education in the common schools has not been more elevated is to be found in the unwillingness on the part of the school districts to make adequate compensation to teachers of approved talents and qualifications. How else does it happen, when at a time when the merchant is overstocked with clerks, and the professions of law and medicine are thronged with students there is such a lamentable deficiency in the number of those who have the inclination and the ability to engage in the business of instruction?



^{*}Henry Barnard, ed. James Wadsworth's Efforts in Behalf of Common Schools. American Journal of Education, Vol. XV (1865), p. 252.

¹¹bid., p. 250.

¹⁰ Common-School System of Connecticut. American Journal of Education, Vol. III (1828), p. 436.

¹¹ A. C. Flagg. Improvement of Common Education. American Journal of Education, Vol. III (1828), p. 436.

Further detailed information about the common-school teacher's compensation is given in a Report of the Committee of the Society for the Improvement of Common Schools in Connecticut. 12

The average compensation, in addition to board, is about \$11 a month for male teachers, and \$1 a week for females. Many females, however, of considerable experience, teach at \$0.75 a week; and some whose experience is less, at \$0.62 1/2 or even \$0.50. Many board themselves and teach for \$1, as it is very generally supposed that a female instructor can earn enough at some other employment, during the intervals between school hours, to pay for her board. It seems scarcely understood by parents, or even by some teachers, that duty requires them to devote any greater part of their time to their school than the 6 hours usually allotted for this purpose. It is even regarded as a matter of surprise to see an instructor, as occasionally happens, devoting his whole time to the interests of his school. We have indeed known one teacher of unusual qualifications who, for the sum of \$100 a year and board, devoted himself wholly to the duties of a large school; and in one instance at even a smaller price. . . . The compensation for teaching is so small that few are employed as teachers, except those who happen for a short time to be destitute of any regular employment. As soon as constant employment with increased wages is offered them they usually abandon school keeping. Thus it happens that few teachers of tried experience are to be found. The profession is generally filled by young persons from 16 to 25 years of age, and many of them strangers in the town where they are employed. As they are not expecting to gain their reputation or livelihood by teaching, there is little motive for exertion or improvement.

The "melancholy picture given of the schools of New Jersey, in a report to the New Jersey Lyceum, sums up the popular education" status: 13

It is conceded on all hands that under the existing system the great benefit indicated by the term "popular education" is not attained. The number of schools is not sufficiently large. The quality of schools existing is deplorably below the mark as to the fiscal arrangements, the subjects taught, the manner of teaching, the checks and guards upon all who manage or instruct, and the harmony, connection, and unity of the plan which should pervade the whole. The requisitions made of teachers are small and altogether unfixed. There is no stated examination of teachers. Many are declared to be incompetent. Many are known to be intemperate and otherwise grossly immoral. There is no suitable responsibility of the teacher. To go back to the causes of this lamentable state of things, there is no sufficient inducement held out to the intelligent and enterprising to become teachers. The remuneration is niggardly, and there are no facilities for training of instructors; no central supervision from whom the character and qualifications of the instructor may be certified to society at large. Hence, there are few who remain long in this employment.

Carter stated "that during the decline of the common school another blass of schools "more respectable, indeed, in their character, and better



¹³ Common-School System of Connecticut. American Annals of Education, Vol. II (1832), p. 202.

¹⁸ Report of Executive Committee to the New Jersey Lyceum. Monthly Journal of Education. Cited by the American Annals of Education, Vol. V (1835), p. 139.

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answering the demands of a portion of the public, but not free," had become evident. These schools, academies, were open to any who could pay for the educational advantages they offered. This condition excluded fully nineteen-twentieths of the whole school age population of Massachusetts. The proportion excluded elsewhere in the Union was at least of equal size.

The academies failed to supply the wants or needs of all who were able to pay, which gave rise to more private schools. But the private schools cared for only about one one hundredths of all the children.

The schools, public, private, and academies tended to create class distinctions which were particularly undesirable in the young republic.

The conditions just reviewed were those with which the lyceum had to deal in its common school improvement program and its mutual education aspirations. Summed up briefly, the conditions were: Lack of interest or concern about public schools in the majority of communities; not enough common schools for all; poorly qualified and poorly paid teachers, who taught only until they could get into better paying work; common schools for the most part functioning without oversight or general control and very inefficient.

The lyceum, because it was a system of local organizations composed of all classes within a community, was well fitted to be an agency through which interest in common education might be aroused. Below are given statements by men who knew the social conditions of their time and the possibilities of the lyceum for bringing about improvement.

Nehemiah Cleaveland, in an address before the American Institute of Instruction in 1830, said: 16

Lyceums, if successful, promise to be effectual auxiliaries to the cause of youthful education, to that of temperance, and to morality generally. They may be welcomed, as well adapted, to remove not only aristocratic but vulgar prejudices. They can hardly fail to soften the asperities of political and religious parties. They have a direct tendency to elevate the tone of politics and legislation.

Thomas S. Grimke, of South Carolina, spoke of the lyceum as the "People's System." He said: 16

The lyceum system interferes with no other scheme of improvement, and is, on the contrary, auxiliary to them all. . . . The lyceum system is peculiarly a republicant institution—the people's system—and admirably fitted to confer precisely that degree and that kind of knowledge which is so valuable to the people of this country, which, without making them profound scholars, will enlarge their minds so that they can comprehend the value of learning and enable them to discover, in some measure, their own ignorance—which will inspire the love of improvement and, while it shows them



¹³ Nehemiah Cleaveland. Lyceum and Societies for the Diffusion of Useful Knowledge. The Introductory Discourse and Lectures (Proceedings) of the American Institute of Instruction, Vol. I (1830), p. 159.

¹⁴ Thomas S. Grimke. Lyceums. American Annals of Education, Vol. V (1835), p. 197.

their own defects, directs and assists them in providing a remedy, and in surmounting the obstacles that lie in their way.

The usefulness of lyceums was discussed as follows in a lecture by S. C. Phillips, before the American Institute of Instruction in 1831: 17

The lyceum is adapted to the condition of our society. Its doors are open to all. Its objects are interesting to all. Its sources must be beneficial to all. It calls together all who wish to improve themselves. It renders them instrumental in the improvement of others. . . . It recognizes no distinctions; it creates none but those of intellectual and moral worth. Who does not perceive that at its weekly meetings society assumes a different form from any which in our community is elsewhere exhibited? . . . Here is none of the extravagant display of fashion, no excess of luxury, no arena for political strife or religious controversy. The lyceum is dedicated to the single object in which all sects and parties may cordially concur. . . . Is there not presented here a bright combination of social attractions, and a wide scope for the influence of the best principles and the best affections? Who has not experienced that social improvement and enjoyment are blended upon such occasions?

. Cleaveland spoke of the ease with which lyceums became established. He states that it might be expected that the establishment of lyceums are people little concerned about education would be a difficult task. He said: 18

The formation of associations where none yet exist very naturally claims our first attention. By those who have not witnessed the process this is generally supposed to be a difficult task. They can not believe that a people long sunk in apathy as to every object of education and self-improvement can, at once and by means so simple, be roused to feel an active interest in them. Yet the testimony of a hundred cases shows that it may be done.

The condition of public education shows that an awakening of the people and teachers generally was needed. The lyceum was well adapted to help effect the awakening and thereby bring about improvement in common education.



B. C. Phillips. Usefulness of Lyceums. Introductory Discourses and Lectures (Proceedings) of the American Institute of Instruction, Vol. II (1831), p. 85.
 Do. cit.

Chapter II

Raising the General Educational Status

The lyceum had two major objectives which as a system and as individual units of that system it hoped to accomplish.

The first town lyceums formed in 1826 stated their purposes to be these objectives: the improvement of common schools and the "diffusion of useful knowledge or information." The diffusion of useful knowledge was a mutual education process. Those who associated themselves with the lyceum had the opportunity of adding valuable and interesting information to their store of knowledge. If anyone were able to lecture or discuss or in any way present some type of useful or interesting information, he found ready and appreciative listeners at the lyceum. The discussions, debates, and lectures taking place in local lyceums covered a very wide variety of subjects. The policy of exchanging lecturers and other lyceum teachers about a county or group of counties provided an intellectual treat and opportunity which would otherwise never have come to many thousands of people.

The cost of maintaining a town lyceum was a small sum individually. No one was barred and all were welcomed. Minors were usually allowed entrance free of charge or for one-half the adult fee.

The enthusiasm with which people maintained their lyceums can be better appreciated by recalling the lack of educational institutions, schools, books, magazines, and newspapers and the slow means of communication and travel.

The Rev. A. Rand, of Boston, in speaking of the accessibility of the lyceum to all, said: 1

I regard the general introduction of the lyceum as a very desirable object. I am much pleased with the system, because it is economical. I am acquainted with no other method by which valuable knowledge can be acquired at any expense so moderate, and so entirely within the reach of all classes of the community.

A report made to the Massachusetts State Lyceum in 1832 announced that the lyceum's effect on society in general had obviously been



¹ A. Rand. American Lyceum. Botton Recorder. Cited by American Journal of Education, Vol. III (1828), p. 747.

favorable and that a love of reading had been increased. It was stated that new libraries had been established and old ones revived.²

Many different types of lyceums were organized. Each community or group forming a lyceum was privileged to engage in activities suiting its interests and inclinations. The Baltimore Union Lyceum was divided into 12 branches or ward lyceums, which were further divided into ladies', mothers', teachers', apprentices', and seamen's departments. Each town lyceum became an adult school. The Boston Patriot reported that:³

From experiments already made by lyceums, two results somewhat unexpected have been observed. First, that the natural diffidence and backwardness which the members sometimes have in attempting illustrations very soon wholly disappear; and they enter upon them as readily and cheerfully as they do upon any exercise in their ordinary pursuits; and second, that the principles and subjects of discussion at their meetings become, in a short time, certainly and thoroughly, though insensibly, understood by most who attend them.

Henry Barnard reported on lyceums activity as follows: 4

Lyceums are associations formed for the mutual improvement of their members and the common benefit of society. Their members meet on frank, cordial, and equal grounds. All declare, by joining a lyceum, that they wish to extend their knowledge; and from the manner in which they associate each may become, by turns, a learner and a teacher. All unnecessary formalities, as well as expenses, are to be avoided, that the way of learning may be rendered as free as possible. . . . These associations may be formed in almost any village or neighborhood by a few friends of knowledge; and by meeting with an audience once a week through the winter, delivering lectures in a familiar manner, exhibiting and conversing on minerals, plants, etc., inviting inquiries, requesting aid in collecting and arranging them, furnishing communications on similar subjects to editors of newspapers, contributing books for a library, arranging for their-delivery, etc., and a visible improvement will be made in the aspect of society before the next spring.

The subjects chosen for discussion at any given town lyceum depended upon the interests of the members. Much of the weekly program period was taken up with discussion and sometimes informal debate was used. The following list of subjects indicates the wide range of interests and topics considered. They were probably not all taken up by any one lyceum, but the list is representative of lyceum interests at large.

Horace Mann, in his Third Annual Report of the Secretary of the Board of Education of Massachusetts, commends the lyceum as an adult



¹ Massachusetts Lyceum. American Annals of Education, Vol. II (1832), p. 121.

American Lyceum. Boston Patriot. Cited by the American Journal of Education, Vol. III (1828),

Henry Barnard, ed. Lyceums. Connecticut Common School Journal, Vol. I (1838), p. 40.

⁻⁸ This list of topics was selected at random from reports found in the American Journal of Education 1826-1829) and the American Annals of Education (1830-1839). See Appendix VIII, p. 71.

education agency. His report is concerned with the state of education, particularly common-school education in Massachusetts. Mann says:

It seems undeniable that the lyceum class of institutions confers benefits both of a negative and positive character. They win both adults and youth from places where time would otherwise be misspent or worse than misspent. . . . They supply better topics and elevate the tone of conversation. . . . It has often been repeated, by numerous and accurate observers, that in the city of Boston the general topics of conversation and the mode of treating them have been decidedly improved since what may be called the reign of popular lectures.

Two permanent lecture institutes, at least, grew out of the lyceum movement. W. S. Monroe in 1913 said: 7

Lowell Institute in Boston and Brooklyn Institute, both of which grew out of the lyceum movement, are still in existence.

William Russell gave the following account of the establishment of the Lowell Institute:

Poston owes, in part, one of its most excellent institutions—the Lowell lectures, from which source the streams of scientific instruction annually issue for the benefit of thousands.

Mr. Holbrook, in 1828, having subjected his plan to such modification as the circumstances of a city like Boston seemed to require, and having laid his views before men of influence in the place among whose names were found, as ever, auspicious in such undertakings, those of Daniel Webster and Edward Everett, and others of like spirit—a public meeting, honored by the presence of such men, was held, which soon eventuated in the foundation of the Boston Society for the Diffusion of Useful Knowledge, whose plans and proceedings suggested, it is well known, to the discerning mind of the late John Lowell, the idea of the admirable arrangement for the course of gratuitous public lectures which bears his honored name.

The following estimation of the influence of the Lowell Institute was given by Dr. Oliver Wendell Holmes: 9

"How do you estimate the influence which the Lowell Institute has had upon the intellectual life of the country?" I asked of Dr. Oliver Wendell Holmes, within four months of his death.

"When you have said every enthusiastic thing that you may, you will not have half filled the measure of its importance to Boston—New England—the country at large," he replied. . . . "No nobler or more helpful institution exists in America than Boston's Lowell Institute," he concluded.



Horace Mann. Third Annual Report of the Secretary of the Board of Education of Massichusetts.

Common School Journal, Vol. II (1840), p. 140.

Will S. Monroe. Lyceums or Institutes. A Cyclopedia of Education, Vol. IV (1913), p. 101.

William Russell. Recollections of Josiah Holbrook. Barnard's American Journal of Education, Vol. VIII (1860), pp. 241, 242.

Harriette Knight Smith. History of the Lowell Institute (1898). In preface.

Emerson gave his views of the lyceum from the standpoint of the lecturer. The lyceum provided Emerson with hearers. He once remarked, "My pulpit is the lyceum platform." The following quotation, from a loose sheet, dated October 7, 1839, evinces his appreciation of the lyceum: 10

Here is all the true orator will ask, for here is a convertible audience, and here are no stiff conventions that prescribe a method, a style, a limited quotation of books and an exact respect to certain books, persons, and opinions. Now here everything is admissible, and philosophy, ethics, divinity, criticisms, poetry, humor, fun, mimicry, anecdotes, jokes, ventriloquism are the breadth and versatility of the most liberal conversation; highest, lowest, personal, local topics—all are permitted, and all may be combined in one speech; it is a panharmonicon—every note on the longest gamut, from the explosion of cannon to the tinkle of a guitar.

The town lyceums provided the people of the community with an opportunity for attending what was virtually an adult (opportunity "perhaps") school. This activity was the chief drawing force of the local lyceums, which made the weekly meetings of most of them well attended. No doubt the pleasantness associated with spending an evening a week in agreeable social intercourse was a dominant reason for the presence of many. This reason in itself was worthy and could not have been other than highly beneficial, but lyceum attendance exposed all to the possibilities of learning and subjected them to a group enthusiasm for mental cultivation which was not to be resisted. The espousal of the common school cause gave each lyceum member ship something definite to work for, besides their own intellectual improvement. The people who controlled the fate of common public schools thus convinced themselves of the need of improvement and extension of their schools. Some details of this phase of lyceum activity are given in the following chapter.

Reports of the local lyceum activity indicate that it was very helpful to that large body of young people who had received all the common schools could offer, or who had never had the opportunity to attend any school. The common schools, as has been shown, did little more than to teach the minimum essentials for reading and writing, and a little ciphering. These young people were privileged to attend the town lyceums, usually at little or no cost, being in this way provided with the privilege of receiving valuable schooling. Horace Mann judged the lyceums to be very beneficial in this phase of their educational program. He reported: 11



W Edward Waldo Emerson and Waldo Emerson Porbes. Journals of Ralph Waldo Emerson, Vol. V., p. 280.

11 Horace Mann. Third Annual Report of the Secretary of the Board of Education. Common School Journal, Vol. II (1840), p. 140.

From the point of view, then, whence I consider them [lyceums], this kind of institution possesses great importance; for, although the children are now incapable of deriving much direct benefit from it, yet every passing year is carrying thousands of them within the sphere of its helpful influence.

Emerson is reported to have been especially interested in the youth of communities who had little educational advantages. His biographer said of him: 12

Often he gave his lectures without compensation to little towns in the neighborhood with small means, for he had a great tenderness for the country lyceum as the best gift a village had for its thoughtful persons, especially the youth.

Henry Barnard, in a lecture before the Young Men's Institute of New Haven, Conn., in which he discussed the "Morals and Educational Wants of Cities," gave the lyceum a prominent part to play.

Thought is again centered on the needs of youth above the school age. Barnard said: 13

The lyceum in its various departments should take up the education of the community where the schools leave it and, by every help and means of self culture, carry it forward to the end of life.

The lyceum's object, that of "diffusion of useful information," was well accomplished. It became the first adult education school system in the United States. This phase of its work was carried forward in the widespread local lyceums after the lyceum system, headed by the National (American) Lyceum, had ceased to function. It was shown in chapter 3 that adult education was continued by lyceum organizations well into the present century.



u Edward Waldo Emerson. Emerson in Concord; a Memoir, p. 199.

¹¹ Henry Barnard. Moral and Education Wants of Cities. Congregational Observer. Cited by the Connecticut Common-School Journal, Vol. IV (1842), p. 25.

Chapter III

The Lyceum's Service to Public Schools

The two major purposes of the lyceum system have been stated several times in the preceding chapters. The general condition of commonschool education at the beginning of the lyceum activity and the fitness of the lyceum to aid in public educational improvement was considered in chapter 4. The lyceum as an adult school, and the opportunity it offered young people who had received but little formal schooling to improve themselves mentally was discussed in chapter 5. The activity directed toward the accomplishment of the chief aim of the American Lyceum, "Improvement of Common-School Education," is to be the concern of the present chapter.

William Russell stated in 1828 that: 1

This institution (lyceum) seems to us the most effectual and extensive means yet devised for the improvement of popular education as conducted in district schools.

Mr. Russell's comment is quite definite as a general statement, but he does not give the reasons for his good opinion of the lyceum. A careful inquiry to learn what the lyceum had done toward the accomplishment of the major purposes made clear that its activities had in several ways helped in advancing the cause of common schools, the madation of the public education system in the United States.

The common schools, called the people's or popular schools, needed the persevering support and interest of each community in order to develop and render the service of which they were potentially able. There can be no doubt that the lyceum through its adult education plan and its positive purpose to improve the people's schools created greater interest in and a desire for more and better common schools in thousands of communities. Bringing the matter to the general public's attention, and keeping the issue alive, was one of the most significant services of the lyceum. When Henry Barnard became secretary of the Board of Commissioners of Common Schools of Connecticut in 1838, he recognized the lyceum's value by reporting as follows in his Connecticut Common School Journal: ²

¹ William Russell, ed. Popular Education. American Journal of Education, Vol. III (1828), p. 722.

⁹ Henry Barnard, ed. Lyceum. Connecticut Common-School Journal, Vol. I (1838), p. 39.

The increase of active and well-conducted lyceums in this State (Connecticut) and at this season is much to be desired as one of the most direct and effectual means of directing the attention of the people to the importance of improving the schools.

Ten years previous to Barnard's statement and two years after the first local lyeeum had been organized in Connecticut, William Russell prefaced the following remarks to an extract of Governor Tomlinson's message on "Improvement of Common Schools in Connecticut:" *

To most of our readers it is well known that in the State of Connecticut an unusual degree of public attention has of late been turned to the condition of the common schools with a view to their improvement. Societies (lyceums) have been formed expressly for this purpose, and within two years much progress has been made in this laudable object.

The members of the Ontario County (N. Y.) Lyceum voted their unanimous opinion to be that the necessity of awakening parents to the importance of the common school system could not be overestimated. They were of the opinion that "the general apathy of parents was at the foundation of all evils connected with the subject," and it was to remove this that they believed the efforts of the friends of education ought to be particularly directed.

Facts about the spread of the lyceums over the Nation have already been given. The lyceum considered bringing about a general desire for better schools to be necessary to common education improvement. There were probably between four and five thousand lyceums in the United States by 1839. Their influence was felt in at least as many thousands of communities.

The testimonies from dozens of lyceums and public men, to be found in the official organ of the lyceum, the American Journal of Education. 1826–1829, and the American Annals of Education, 1830–1839, show that wherever local lyceums were established interest in and concern for the local public schools were soon manifested.

The lyceum idea, with its mutual education and school improvement program, appealed strongly wherever the people were made acquainted with it. There is no way of knowing in how many communities lyceums were formed. There were attempts made by State and the national lyceums to determine the number and location of local lyceums, but very little definite information was collected. This assumption may not be correct, as these facts about the system may have been collected and never placed in the records available at the present



William Russell, ed. Editor's preface. American Journal of Education, Vol. III (1828), p. 381.

^{*}Ontario County Lyceum. Americ Annals of Education, Vol. V (1835), p. 525.

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time. The greatest handicap of the system was its loose and ineffective organization. It had no authority. The national association was supposed to have been composed of State societies. In reality not more than five at any one time, of the reported 16 State lyceums, were ever represented at the conventions of the National Lyceum. The national association requested information and aid from those of the States, the States did the same with respect to counties, but reports were usually fragmentary.

This does not mean that there was a total lack of concern for the well-being of the organization within the system. There was less general concern for the national organization than for the State lyceums. The county organizations were better organized and functioned more efficiently than did the State association. Generally, the local lyceums pushed forward in their improvement programs, giving little thought or concern to system beyond the county grouping. What lyceums did in another county or in the State at large was of little interest to the majority of town lyceums.

The thing most needed to spread the lyceum system was agents to travel over the States, telling the people of the communities what a lyceum was, how to organize one, and what good might result from such an organization. The National Lyceum recognized the necessity of getting definite, detailed information before the people and attempted to send out men (and probably did send out some) for the purpose of promoting the establishment of local organizations. Reports as to the outcomes of these endeavors are not complete.

In the majority of cases the people of a town or community quickly became enthusiastic over the lyceum idea, and lost no time in getting a local society formed. Had the national association, vigorously aided by the States, been able to have sent agents out into every community in all States, the effect would have been an almost immediate general educational improvement.

When the people of a community were interested and united in an improvement campaign—improvement followed. The lack of appreciation and understanding of the public school by the majority of the people was shown in chapter 4 by the way common school teachers were paid. The first step in the improvement program, as far as the people were concerned, was to get better teachers.



The national association passed resolutions and appointed committees to carry out its wishes. See tabular index to resolution, Appendix III, p. 59.

Not only did the lyceum tend to generate a compelling interest in schools, but in many instances it united groups of people, so that together they could give their children educational opportunities which would have otherwise been impossible. Mr. Holbrook, who spent much time and money (he was able to do this, being wealthy) in traveling about forming lyceums gave an account of the possibilities of lyceums in bringing conflicting and opposing groups together. Mr. Holbrook wrote: 6

One of the pleasantest circumstances attending my tour is the perfect union which, in every instance, has been effected between opposing parties and conflicting prejudices. Coming, as do the inhabitants in all the new States, from different sections of the country, they bring their habits, notions, and prejudices with them. The States north of the Ohio are settled by Kentuckians, Tennesseeans, Virginians, Carolinians, and Yankees, who for a long time hold their prejudices in full force against each other, and of course form no common character, and seldom unite in any common object. These circumstances have been frequently mentioned by the most intelligent as the great obstacle to any measures for the advancement of education; yet in every instance where the lyceum has been proposed, every party, so far as I know, has united in it without the least jealousy. If these various classes can find any common ground on which they can unite, there is every reason to believe that assimilation of character will be produced, to the advantage of all, and especially for the advancement of education.

The good effects of lyceums were particularly evident in Pennsylvania. It was reported that 30,000 signatures of Pennsylvania citizens were obtained in 1835 on a petition, remonstrating against the establishment of public schools. The writer of the report added, "May this reproach soon be wiped away."

William Russell, in his Recollections of Josiah Holbrook, shows how the lyceum helped to bring the Pennsylvania Germans to a willingness to accept the common school. He said:

In the Middle States Mr. Holbrook found still a wider field of action for his favorite, purpose; and, in some places, the effect of his labors was to awaken an intense interest in the subject of popular education, where it had subsided or slumbered, and in some instances where the subject had been met in the spirit of unmitigated hostility. Such was the case in some portions of the State of Pennsylvania, where a vigorous movement in favor of education was in progress in certain quarters, but a bitter opposition was manifested in others.

Having secured the hearty cooperation of an influential licentiate of the Dutch Reformed Church, who recognized in their true light the purposes of Mr. Holbrook, he made an extensive tour in the interior of the State, presenting his views of practical popular education with such success that, ere many months had elapsed, a teachers'



⁹ Joseph Holbrook. Correspondence. American Annals of Education, Vol. II (1832), p. 110.

[†] Education Convention. American Annals of Education, Vol. V (1835), p. 427.

William Russell. Recollections of Joseph Holbrook. Barnard's American Journal of Education, Vol. VIII (1860), p. 242.

convention was held, in the full spirit of such a gathering, and to the great delight of the people generally, in Lycoming County—previously designated, in a popular phrase, as "Bear" County. In this region some of the former inveterate enemies of education were heard exclaiming, "Yes, if this is education, we want it. This will make our sons better farmers; and they will know, when they are selling their farms, whether they are selling coal and lime, and iron, too."

Comment touching upon the subject of public education in Pennsylvania was made by the National Gazette in 1836, a year after the petition which secured 30,000 signatures was circulated in that State. The report was as follows: 9

A large portion of the members of the lyceum convention, recently held in York, Pa., were Germans. A large portion of the lyceums represented and reported at the meeting are in German counties and in communities consisting almost exclusively of that class of our citizens.

The representatives present from those lyceums and those communities spoke with entire confidence of the general adoption of the system among the whole German population of the State. Their reports on the occasions were of the most animating character. It appears that although opposed to colleges and to theoretical education, too prevalent in most schools, the republican system adopted by lyceums meets with the decided and general approbation of the German communities wherever it has been proposed.

One reference, concerning the accomplishments of the Baltimore Union Lyceum, points out the fact that various religious groups were able to work in harmony to advance the purposes of the lyceum. Following is the report: 10

It is gratifying to see Episcopalians, Methodists, Presbyterians, Baptists, Quakers, Lutherans, and Catholic all engaged in efforts to promote the same object.

The interest shown in public education, for which the lyceum was partly responsible (largely responsible where town lyceums were organized), brought the large body of common school teachers, estimated in 1828 to be 50,000, to a decidedly different opinion of the importance of their jobs. The schools assumed an importance not before generally recognized. Teachers, as the heart of the schools, came to view their work in a different light. They found themselves to be df more than trifling consequence. They began almost immediately to give more thought and effort to teaching. They began to seek for better methods and ideas. The lyceums urged teachers everywhere to become members or, if there were several teachers in a town or community, they were asked to form a special teachers department to the lyceum. Thus, the lyceum invigorated teachers both directly and indirectly. The lyceums from the beginning urged teachers to organize. One of the



German Lyceums. National Gazette. Cited by the American Annals of Education, Vol. VI (1836), p. 476.
 Baltimore Union Lyceum. Asperican Annals of Education, Vol. IV (1834), p. 480.

resolutions of the first meeting of the American (National) Lyceum was: "

On motion—Resolved, That in the opinion of this lyceum the weekly meetings of teachers in towns and the semiannual convention and aid of town and county lyceums are eminently calculated to improve the qualifications of teachers and advance the interests of schools.

Teacher associations did generally spring up in those regions where the lyceum became established.

The first two volumes of the American Journal of Education (1826 and 1827) contain no notices of teachers' conventions or teacher association meetings, but by 1833 many teacher organizations are mentioned. A news note which appeared in the Annals in March, 1831, is indicative of the lack of organization throughout the Nation.¹²

The teachers of the schools in Stonington, Conn., were convened by the visitors in that town a short time since, when it was proposed to hold stated and regular meetings of this kind. The Stonington Phoenix says that such a project has never been started in this town before. In fact, few instances of the kind have occurred in Connecticut, During a part of the last winter the instructors in Southington convened semimonthly.

The resolution of the American (National) Lyceum above quoted did not begin a new movement. From the beginning of lyceum organization in 1826 teachers had been given earnest and sincere attention, with a view to help them, that the standards of the schools might be raised. Nehemiah Cleaveland reported in a lecture to educators in 1830 that: 18

As branches of lyceums or, in connection with them, associations of school-teachers have already become common, with results, as we might expect, highly favorable to both master and pupil.

The following statement about the effect of lyceums in bringing about teacher organization is an instance of what happened wherever the lyceum became well established: 14

A circular has recently been issued by the executive committee of this association, from a copy of which we learn that a society for the improvement of common schools has existed in Jefferson County for more than two years and has exerted a salutary influence throughout the county. From this society (a lyceum), however, has arisen the Teachers' Association.

The lyceum stimulated teachers to organize local and county teachers' societies. The teachers' associations in turn also urged their fellow teachers to organize. The following report shows the concern which



ii All resolutions of the National Lyceum are listed in Appendix III, p. 59.

¹³ Intelligence. American Annals of Education, Vol. I (1831), p. 126.

¹³ Nehemiah Cleaveland, Lyceums, Introductory Discourse and Lectures (Proceedings) of the American Institute of Instruction, Vol. I (1832), p. 152.

¹¹ Jefferson County Teachers' Association. American Annals of Education, Vol. VII (1837), p. 425,

the Ontario County Teachers' Association had for the lyceum's program. The teacher association's committee reported: 18

We also respectfully and earnestly urge teachers to form associations for their special benefit. If a few teachers, situated in the neighborhood of each other, would meet weekly or semimonthly, and discuss those subjects which daily concern them; if the teachers of towns would form such associations great good would result. In those towns in which lyceums are organized, teachers' associations might be organized in connection with them; and a portion of each meeting, on which the lyceum meets, the teachers might spend by themselves, and devote it especially to their improvement in the business of teaching. We should add no more on this subject, did we not know, that many teachers in those towns in which lyceums have been organized and ably sustained have not aided and encouraged them. We hope the time will quickly arrive when no teacher will find patronage or employment in this county, who will not attend and aid in sustaining these voluntary associations for improvement. We do hope that school districts will hesitate to employ such teachers, who will not interest themselves in efforts for improving the intelligence of the community around them. We seriously propose the question to parents, whether they can place their children, with any fair prospect of intellectual improvement, under the charge of those who manifest no disposition to advance the intellectual improvement of the society with which they associate.

This is a definite manifestation of the teachers' desire to help themselves. It is impossible to determine how many and where the lyceum awakened teachers to a new conception of teaching, but it is evident that lyceum activity is largely responsible for the widespread teacher organizing movement which began after the lyceum work was well under way.

In Essex County, Mass., in 1832, 23 of the county's 26 towns had lyceums. 16 One of the first of the county teachers' associations was organized in Essex County in 1832. The early organization of a teachers' association in Essex County was undoubtedly due largely to lyceum activity. The plans for a "depository" for the teachers' associations is a copy of the lyceum idea. The following comment is made concerning the depository: 17

In the depository of the association at Topsfielf there are about 100 copies of school-books, various kinds of school apparatus, a model of an improved schoolhouse, a copy of the late census of the county, etc., for the inspection of teachers, school committees, and others interested. It is proposed to make the collection as extensive and valuable as is practicable, including in it copies of town histories and maps, and specimens in mineralogy and various other branches of natural history.



¹⁸ Report of the Ontario County (New York) Association of Teachers. American Annals of Education. Vol. IV (1834), p. 505.

¹⁸ Massachusetta Lyceum. American Annals of Education, Vol. II (1832), p. 121.

¹¹ Essex County Teachers' Association. American Annals of Education, Vol. II (1832), p. 97.

William C. Woodbridge prefaced the article about the Essex County teachers' organization by saying: 18

We present the following report not only as an interesting article of intelligence but as a valuable model for imitation in its forms, as well as its spirit.

An instance of a State lyceum preceding and encouraging a State educational (teachers') association is that of Illinois. The Illinois State Lyceum was organized sometime early in 1832 and was represented at the National Lyceum convention in May, 1832. A news note in the Annals reads as follows: 10

A weekly course of lectures has lately been commenced before the Illinois Lyceum at Vandalia. The introductory lecture was given by Judge Hall, the editor of the Illinois Monthly Magazine.

About a year after the formation of the Illinois State Lyceum the Illinois Teachers' Association, the "Illinois Institute of Instruction," was organized. Judge James Hall was a leader in both organizations, as the following notice shows: 20.

A meeting of gentlemen from various parts of the State of Illinois, desirous of encouraging education, and especially common schools, in that State, was held at the State House in Vandalia, February 13, 1833, when, after an address on education, by James Hall, Esq., an association was formed to be called the Illinois Institute of Instruction.

The Essex County Teachers' Association was recommended as a model for the formation of other county teacher associations and was, no doubt, used as such in many instances. The organization of teachers in counties soon caused State organization movements in much the same way that county lyceums led to State lyceums. The model used by a good many of the States was that presented by the American Institute of Instruction. The institute may be regarded as the national teacher association of the United States from the time of its organization in 1830 to the formation of the National Teachers' Association in 1856. The institute did not disappear at the organization of the National Teachers' Association but continued as the New England Teachers' Sectional Association on through the century. It had always been centered in New England but always received representatives from all over the country. At the institute's first convention representatives from 11 States were present. Since the organization of the National Teachers' Association the institute has confined its activities and interests to New England.



n Ibid

¹⁰ Intelligence. American Annals of Education, Vol. II (1832), p. 411.

Illinois Institute of Instruction. Pioneer and Western Baptist. Cited by the American Annals of Instruction, Vol. III (1833), p. 185.

The American Institute of Instruction was organized largely by men who were back of the lyceum movement. At a convention of teachers held in Boston in March, 1830, a committee was appointed to draft a constitution and set a date for the organization of an association which was to the teachers' associations what the American Lyceum was to the subordinate lyceums.

The meeting proposed took place in August, 1830, representatives coming from New England, and the Middle, Southern, and Western States. The committee mentioned proposed the name "The New England Association of Teachers" for the association, but a name that should exclude none was generally desired. The name American Institute of Instruction was accepted as satisfactory to all concerned. The secretary, in the preface to the first volume of proceedings, said: "The formation of the institute, it is hoped, will do something towards elevating the standard and increasing the efficiency of popular instruction."

The formal statement of the institute's object in the constitution was—"the object of the American Institute of Instruction should be the diffusion of useful knowledge in regard to education."

The institute became auxiliary and later one of the successors to the lyceum in that it took up the cause of common education and was able to do more toward awakening and enthusing teachers because it was a teachers' organization appealing to teachers.

Many of the first officers of the institute were also officers of the lyceum, both then and later. Some of them were: ²² William B. Calhoun, Thomas H. Gallaudet, Theodore Frelinghuysen, Robert Vaux, Benjamin O. Peers, Gibson F. Thayer, William C. Woodbridge, Josiah Holbrook, William Russell, George B. Emerson, William Forrest, and Asa Rand.

It is probable that only a very few of the men who organized the institute had not been promoters of the lyceum system. Cleaveland said in his address to the institute at its first convention: 22

Do I hazard anything in presuming that the great majority of my auditors have already given it their sanction and lent it (the lyceum) effectual aid?

The lyceum, besides promoting the organization of teachers, was much concerned with the possibilities of raising teacher qualifications. The lack of training in common school teachers has been discussed. The lyceum constantly urged better teacher salaries and more and better teacher training.



³¹ Preface. Introductory Discourses and Lectures (Proceedings) of the American Institute of Instruction, Vol. I (1831), p. vi.

[#] Ibid., p. 351. See also Appendix VI, p. 68.

⁵⁹ Ibid., p. 146.

Resolutions made at the first convention of the National Lyceum in 1831 on this point were: 34

Resolved, That in the opinion of this lyceum the weekly meetings of teachers in towns, and the semiannual conventions of teachers in counties, under the direction and aid of town and county lyceums, are eminently calculated to improve the qualifications of teachers, and advance the interests of schools.

Resolved, That this lyceum consider the establishment of seminaries for the education of teachers, a most important part of every system of public instruction.

Resolved, That we regard the school-teachers of our country (who are now estimated at 50,000) as a body on whom the future character and stability of our institutions chiefly depend; that they are therefore entitled to our highest consideration, and that whatever may be their faults or deficiencies, the remedy for both is in the hands of society at large.

A committee of the American (Nationa) Lyceum reported in 1831 what they considered to be the results of lyceums. Under the topic of "schools" the following statements were made: 25

By means entirely within the reach of any town in the United States the character of a vast number of schools has been entirely changed, and that too without any additional expense of time or money. Numerous towns are now realizing at least double, from their appropriations to schools, of what they received two years since. The same teachers and the same pupils do twice the work but very recently performed by them, in consequence of the encouragement, animation, and aid received by them from the lyceums. These institutions virtually constitute a seminary for teachers, already enjoyed by thousands, and capable of being so extended as to embrace every teacher in our Union, and under such circumstances as to improve him immediately, constantly, and without expense.

With this view, the National Lyceum, in a resolution, recommended the meeting of teachers, as a specific and prominent object with all the towns and county lyceums which are or may be formed.

The editor of the American Annals referred to the consideration given to teachers' lyceums in the following way: 26

Besides the general meetings here referred to, it is common for lyceums to encourage and sustain meetings with appropriate exercises for special purposes. Teachers are accommodated with the room, apparatus, specimens, books, etc., of lyceums, for their mutual improvement in relation to their schools.

The question of teacher training came up at the first meeting of the Pennsylvania State Lyceum in 1835. A committee was appointed to consider the advisability of establishing an academy for the training of teachers. Whether or not any action was taken is not known.



³⁴ American Lyceum. American Annals of Education, Vol. I (1831), p. 279. Also see Appendix III, p. 59.

[#] Results of Lyceums. American Annals of Education, Vol. I (1831), p. 527.

^{*}William C. Woodbridge. American Lyceums. American Annals of Education, Vol. II (1832), p. 40.

[#] Pennsylvania State Lyceum. American Annals of Education, Vol. V (1835), p. 471.

A school for teachers was established by at least one county lyceum. There may have been others, but none was reported on available records. A few details about the school follows: 28

A new school for teachers has been established in Rutland County, in Vermont. It is under the patronage of a board of officers appointed by the Rutland County Lyceum, and will be another testimony to the usefulness of these popular institutions. It is to be opened 11th of November. Expenses are stated at \$2 per term. Board is \$1.25 per week. We are gratified at the evidence of the increasing interest in the subject of seminaries for teachers. It is the only way to provide our schools with competent teachers.

The Connecticut State Lyceum, in 1838, was untiring in promoting teacher associations and teacher-training schools. The Connecticut Common-School Journal reported that: 29

The annual meeting of the Connecticut State Lyceum will he holden at Hartford on Tuesday, the 7th of May. It is requested that all county and town lyceums, and all associations of teachers or other bodies for the improvement of schools, will send delegates.

Besides the general progress of education in the State, it is expected that subjects of discussion respecting the improvement of schoolhouses, and the establishment of teacher seminaries will be presented to the lyceum.

The ninth annual proceedings (1839) of the American (National) Lyceum reported that: 30

The education of teachers has now become one of the principal objects of desire among the friends of intellectual improvement; and hundreds and thousands of our countrymen feel that decided appreciation of this great desideratum, which, but a few years ago, was scarcely talked of out of meetings like ours, and that pioneer journal, the Annals of Education.

The lyceum's chief contribution toward providing better qualified teachers for the public schools was its activity in bringing the public consciousness (teachers included to an appreciation of teacher importance. Several of the reports quoted above maintain that the local lyceums served as teacher schools. Knowing the meager educational equipment of the common school teacher of 1830 suggests that the reports of teacher improvements are not overdrawn. The membership of the local lyceums included the best informed persons in the various communities. Association with the communitys' leaders; the privilege of using the lyceums' libraries, apparatus, and various biologic and geologic collections, really provided for thousands of teachers educational opportunities which they never would have otherwise enjoyed.



^{*}School for Teachers. American Annals of Education, Vol. II (1832), p. 579.

Executive Committee. Connecticut State Lyceum. Connecticut Common-School Journal, Vol. I (1838), p. 152.

^{*} American Lyceums. American Annals of Education, Vol. IX (1839), p. 382.

Besides the lyceum's services to the common schools in interesting the public in education and awakening and helping teachers, it advocated and promoted the development of a State system of control of common schools. This was one of its most important contributions. The failure of the Legislature of Pennsylvania to act for the good of schools in 1832 clearly illustrates the fact that legislators do as their constituencies wish them to do. A report concerning the Pennsylvania situation follows: 31

They [committee] say it is a well-authenticated fact, calculated to startle every reflecting citizen, that Pennsylvania has hundreds of thousands of sons and daughters who are entirely destitute of means of intellectual culture!—that while memorials and petitions from various parts of the State have been repeatedly sent to the legislature, praying for a system of general education, that body, fully aware of the supineness and indifference of the great mass of the people to education, have believed that any legislation on the subject would be unpopular, and have not therefore felt themselves called upon to act.

As the lyceum created interest in schools and teachers, so it also became the prime mover for a system of State control over common education. The first State board of education with attention centered on common schools was that of Massachusetts, formed in 1837. The creation of this board with Horace Mann as its secretary was probably in part due to the petition of the American Institute of Instruction made in 1836, asking the legislature to appoint a superintendent of common schools for the State.32 The willingness of the legislators to act was due to the desire of the people to have better schools, and their belief that a State organization was necessary. As early as 1828 the lyceum began advocating county and State boards of education and the county and State lyceums functioned weakly in that capacity. They were not efficient, nor in any way well organized, but they did function and did widely spread the idea. Edward Everett, who was Governor of Massachusetts at the time of the creation of the board of education. had been a vice president of the national lyceum organization since its formation. Massachusetts (Boston in particular) was a lyceum center. The appointment of State boards of education in Massachusetts in 1837 and in Connecticut in 1838, whose chief concern was the improvement of common schools, was the second big step toward the accomplishment of the lyceum's purpose. The lyceum's share in awakening the people and teachers had been large. Its influence in bringing about the creation of State boards of education was a definite force.



Education to Pennsylvania. American Annals of Education, Vol. II (1832), p. 276.

B George B. Emerson. Annual Report. Introductory Discourse and Lectures (Proceedings) of the American Institute of Instruction, Vol. IX (1838), p. xxii.

The boards of education appointed by the State legislatures took up the work of the lyceum and carried it forward in a way impossible to the lyceum. The lyceum had no authority; could make no demands. The State-appointed boards were given authority. These boards were the beginning of the State educational organizations which have fostered the development of the great American public school.

The following article, published in 1828, nearly 10 years before the creation of the Massachusetts Board of Education, indicates that the lyceum had at that time its plan of State control well formulated:

To strengthen and facilitate the operation of the several branch lyceums, all in a county are to be united by a board of delegates, who are to meet semiannually, to adopt regulations and forward measures for the general and mutual benefit of the whole. A county lyceum is intended also to adopt measures for the benefit of schools in its districts; to collect facts respecting their state and wants; suggest improvements; and perhaps act as a board of examiners of school-teachers in the county, and of course to take the place of town committees for its object.

Each county lyceum in a State is to appoint one or more representatives to meet, perhaps, during the season of their legislature, to organize and adopt measures to advance the interest of education. A State lyceum may act as a board of education; and by appointing committees for specific object, viz, one to examine and recommend schoolbooks; another to determine upon the most essential branches in a system of popular education; and the proportionate time and attention proper to devote to each; the order in which they should be introduced and the most efficient methods of inculcating them.

From the State lyceums a general union might be formed, to be called the American Lyceum, and to perform the duties of an American Board of Education in the most extensive sense of the word.

A correspondent of the American Journal of Education presented his views on the subject of "Boards of Education," as follows: 34

Among enlightened minds there is, I believe, but one opinion respecting the importance or necessity of a board of education. It is quite evident that no measures of a uniform, general, or efficient character can be taken until the views and efforts of individuals are concentrated and combined. . . . To establish this connection (above mentioned) to furnish channels for collecting and diffusing knowledge and for keeping up a healthy and vigorous action through the whole system. I beg leave to propose through the Journal that the towns and villages in New England should have established in each, upon some uniform plan, a society for mutual improvement and the improvement of schools, or for the general purpose of advancing the interest of popular and practical education.

To have all the societies in a county united by a board of delegates, which shall be a board of education for the county and auxiliary to a general one for the State; the general board to consist of delegates or representatives sent from the several county boards.



American Lyceum. Boston Advertiser. Cited by American Journal of Education, Vol. III (1828), p. 632.

M A correspondent. The lycrum proposed as an aid to popular education. American Journal of Education, Vol. III (1828), p. 901.

The New Jersey State Lyceum, of which Theodore Frelinghuysen was president in 1835, discussed a plan presented for the improvement of public education in the State, proposing a board of education.36 The State Education Society of Kentucky (the name given to the society organized on the plan of State lyceums) was reported to have appointed a board for the examination of teachers "authorized to give certificates of qualifications of scholarship in the name of the Kentucky State Society of Education." 86

The lyceums in Connecticut became auxiliary to the Connecticut Board of Commissioners of Common Schools at the beginning of the board's work. The same was no doubt true in other States, although no reports of such cases are to be found. The following announcement, made by Henry Barnard in 1839, indicates how he used the lyceums: 37

Hartford, August 1, 1839.

A convention of the friends of common-school improvement will be held at Hartford in the Hall of Representatives on Wednesday, the 28th of August, at 10 o'clock a. m., and will continue in session until the following evening.

Officers of the several county and town associations for the improvement of common schools, of county and local lyceums, school committees and teachers, and clergy of all denominations, individuals in public stations, and the friends of education generally are invited to attend and present their views respecting the present condition of our schools and plans for their more extensive usefulness.

Interesting statements may be expected from gentlemen familiar with the educational institutions of other States and countries.

> HENRY BARNARD. Secretary of the Board of Commissioners of Common Schools.

Barnard vigorously promoted the establishment of county teacher associations in those Connecticut counties where they did not already exist when he became secretary to the board of commissioners of common schools in 1838.88 This is another instance of a part of the lyceum program being taken over by an authority better adapted to bring about a maximum of desirable results.

The last service of the National Lyceum, furthering the development of State systems of common-school development and control, was the action taken by the national educational convention, held under the



New Jersey Lyceum. American Annals of Education, Vtsl. V (1835), p. 140.

^{*} The State Education Society of Kentucky. American Annals of Education, Vol. VI (1836), p. 26.

[#] Henry Barnard. State Common-School Convention. Connecticut Common School Journal, Vol. II. (1839), p. 20.

[#] Educational Conventions. Connecticut Common School Journal, Vol. 1 (1838), p. 44-47.

auspices of the American Lyceum in 1839. Concerning this convention, Will S. Monroe said: 40

It is doubtless true that the convention [national educational] was fruitful in accelerating the unification of State school systems and of emphasizing the need of the service of professional school men in the direction of the same.

State boards of education, given definite authority, and whose duty was the improvement of public education, were provided throughout the Nation by the State legislatures as the people were brought to understand the need of State participation and demand it.

The lyceum had been a real force by teaching the need and suggesting a plan which it had shown to be usable.

The lyceum revived interest in libraries. Writing local histories, making maps of towns and counties, and initiating geological and meteorological studies were urged by the lyceum. The schools benefited either directly or indirectly from this activity.

Libraries received attention from nearly all lyceums. The methods of conducting local lyceums, where everyone was encouraged to participate, tended to produce a strong demand for books. A committee of the Essex County (Mass.) Lyceum, appointed in 1830 to prepare a sample lyceum constitution, applicable to most of the towns in that county, reported: 41

The possession of a library should be a primary object with all lyceums. History, biography, voyages, and travels—to develop taste for reading, and import useful knowledge. Works on science, scientific periodicals, and an encyclopedia will prove valuable helps to the young inquirer, whether farmer, mechanic, or manufacturer, and should be procured as soon as circumstances permit.

The following statement, submitted by a convention which met in Boston to consider the value of lyceums, shows the need for creating interest in libraries to have been great: 42

It is believed that at least nine-tenths of the public libraries, which have been established in New England since its first settlement, have been sold at public auction, distributed among their proprietors, or fallen into neglect and disuse.

A report on the American Lyceums, made in an Old South Leaflet in 1829, credited the local lyceums with the accomplishment of reviving interest in libraries. The report stated:



MAppendix VII, p. 70. Complete information about the National Educational Convention.

^{*} Will S. Monroe. The American Lycrum. A Cyclopedia of Education, Vol. I (1911), p. 112.

⁴ Committee Report, Essex County Lyceum. Establishment and Maintenance of Town Lyceum. American Annals of Education, Vol. I (1830), p. 128.

⁴ American Lyorum. American Journal of Education, Vol. III (1828), p. 719.

⁴⁴ The American Lyceum. Old South Leaflet, No. 139 (1829), Vol. VI, p. 297.

It has been a subject of general regret that public libraries, after a short time, fall into neglect and disuse. Where a course of weekly or other stated exercises has been carried on in connection or in the vicinity of a library, an occasion for this regret has never been known to exist; but, on the contrary, the demands immediately and uniformly created for books by the meetings and exercises of lyceums have led to the enlargement of public libraries, and induced individuals to procure private libraries for their own use.

The Massachusetts State Lyceum reported in 1832 that: "

Their (lyceum's) effect on society in general has obviously been favorable. A love of . reading has been increased. New libraries have been established or old ones revived.

The Connecticut State Lyceum, at a special convention in 1839 passed a resolution that libraries, adapted to the reading of the older children in schools, and of families, be introduced into every school society or district in the State. 45

The American (National) Lyceum made the following report in its ninth annual proceedings: 46

The Mercantile Library Association now embraces about 4,000 members; and having enlarged its reading room and established evening classes for scientific instruction, the study of living languages, etc., in addition to the customary winter courses of lectures, begins to realize the benefits of a plan more than once recommended in the American Lyceum for more general adoption.

Another result of the effects of the lyceum was the initiation of geological studies and surveys. Samuel'S. Randall, in his memoir of Josiah Holbrook, written in 1860 when he was superintendent of schools in New York City, said: 47

As early as 1826 Mr. Holbrook laid in Massachusetts the foundations of that system of lyceums and literary and scientific associations which has since pervaded our land and produced a rich harvest of knowledge; and at about the same period gave the first impulse to that great legislative movement by which State geological and mineralogical surveys were instituted, and the immense physical resources of our national borders explored and illustrated.

An early report on lyceum geologic investigation was made in an Old South Leaflet, No. 139, in 1829. A portion of the report follows: 48

Many lyceums have explored, thoroughly and minutely, the mineral productions, not only of the towns where they are placed but of the surrounding country. Numerous , interesting and useful minerals have been discovered, large collections have been made, and consequently new sources of industry and of wealth have been laid open, and the treasures of science have been enriched. And, when it is considered that the geology

⁴⁴ Massachusetts Lyceum. American Annals of Education, Vol. II (1832), p. 121.

⁴⁴ Connecticut State Lyceum. Connecticut Common School Journal, Vol. II (1839), p. 83.

^{*}Ninth Annual Report of the American Lyceum. American Annals of Education, Vol. IX (1839), p. 380. er Samuel S. Randall. Memoir of Josiah Holbrook. Barnard's American Journal of Education, Vol. VIII (1860), p. 245.

Op. cit.

and mineralogy of our country are intimately connected with agriculture and internal improvements, the importance of having them fully and minutely explored must appear too great and too manifest to require one word to explain or enforce it. And, if time would permit, it might be easily shown that our resources in the mineral kingdom can be more fully and minutely explored, and the consequent knowledge placed more generally and directly in the possession of those who need it, through the agency of lyceums than by any other method which can be devised.

The collecting of the geologic specimens and the extensive preparation of natural history cabinets ⁴⁹ by nearly all local lyceums, provided the nuclei of many museums. School children were encouraged to help collect and prepare lyceum collections. A committee of the American (National) Lyceum reported in 1831 that: ⁵⁰

Thousands of children, of 8 or 10 years of age, know more about geology and mineralogy than was probably known 30 years since by any one of five individuals in the United States. In some sections of the country most of the schoolhouses are furnished with collections of minerals, made by the children themselves.

Still another result of the activity of lyceums was the compiling of local history. This phase of lyceum work is reported as follows in an Old South Leaflet: ⁵¹

Several lyceums have undertaken to procure histories of the towns where they are placed. In almost every town there remain a few of those patriots who purchased at so dear a rate the independence we now enjoy. And it would perhaps be difficult to determine to whom it would afford the purest and richest entertainment, to themselves in relating the tales of their wrongs, their battles, and their successes, or to their children and grandchildren in listening to them. But that it would afford a mutual entertainment to the old and young to hold a few meetings, to recount and to learn the most interesting incidents in the history of the place of their residence or their birth, especially at this most interesting period in the history of our country, no one can deny or doubt.

Nor carrit be doubted that a historical sketch of every town would furnish interesting and important documents to be preserved for the generations that are to follow.

The National Lyceum reported in 1831 on the history production in lyceums as follows: 82

Connected with maps which delineate the features and resources of towns are their histories. These have already been compiled in great numbers. And perhaps a more useful or interesting exercise is never presented to a lyceum than a sketch of its town history. In every town persons can be found competent to the task. A mere oral statement made by an early settler of the most interesting incidents in the first history of a town must be equally interesting to the contributor and receivers.



[#]See tabular index to resolutions of the National Lyceum concerning "Natural History," Appendix III, p. 59.

Results of Lyceums. American Annals of Education, Vol. I (1821), p. 528.

M Op. cit.

Results of Lyceums American Annals of Education, Vol. I (1831), p. 528.

In at least one State, Connecticut, the State lyseum was probably helpful in the compilations of the early State history. The Connecticut Historical Society reported: 63

The State lyceum at its late meeting at Middletown adopted the following resolutions: "Resolved, That it be earnestly recommended to all county and local lyceums in this State, to collect and transmit to the Connecticut Historical Society anything relating to the civil, political, or ecclesiastical history of the various towns, parishes, and school societies, together with such remarkable events as can be well authenticated."

The American Lyceum was no doubt responsible for the beginning of meteorology (weather) study in the United States. The third annual convention of the American (National) Lyceum in 1833 discussed the possibility of lyceums making simultaneous weather observations over the country. The seventh annual convention in 1836 appointed a committee to draft a petition addressed to Congress, asking for an appropriation sufficient to secure the service of an able meteorologist and to provide for the expenses of establishing and maintaining a weather bureau.⁵⁴

The discussion of this chapter has been concerned with those activities of the lyceum which influenced the public and the teachers, causing a desire and a demand for better public schools. The action taken by the teachers and people, who had been stimulated by the lyceum's efforts, helped to bring about the development of the American public school.



¹⁴ Connecticut Historical Society. Connecticut Common-School Journal, Vol. II (1840), p. 180.

Appendix III Jabular Index lists National Lyceum resolutions concerned with meteorology, p. 59, 91114°—32—5

Appendix

I. Source Material

American Journal of Education. Boston. Russell, William, ed. Vols. 1-4, 1826-1829, inclusive.

The first American educational journal of consequence. It reached a much larger public than the teachers. It purposed to arouse public interest in education. The editor, William Russell, was much interested in the lyceum movement.

Vol. I, 1826. Joseph Holbrook: Associations of adults for mutual education, pp. 594-597.

Vol. II. 1827. Associations for mutual education, p. 188.

Vol. III, 1828. A. C. Flagg, superintendent of common schools: Common-school system of New York, pp. 199-202; Improvement of common education, pp. 243-245. William Russell: Popular improvement, pp. 377-380. Governor Tomlinson, Connecticut: Improvement of common schools in Connecticut, pp. 381-383. Report of the ioint committee on common schools; submitted to the Connecticut Legislature, May session, 1828: Common-school system of Connecticut, pp. 433-439. Common Education, cited from Richmond Visitor, and Boston Recorder, pp. 497-505. American Lyceum. Articles cited Boston Patriot, Boston Advertiser, and American Traveler, pp. 628-633. American Lyceum, pp. 701-704, 715-721. Ira Barton: Popular education, pp. 722-732. As Rand: American Lyceum, pp. 746-750. G. B. Emerson and George H. Snelling: American Lyceum, pp. 753-758. Education in New Jersey, p. 759.

Vol. IV, 1829. William Russell: Editor's introduction, pp. 1-2; American Lyceum, pp. 40-53, 77.

American Annals of Education, Boston. William C. Woodbridge, ed. Vols. 1-9, 1830-1839, inclusive.

Successor to the Journal. Followed policies of the Journal. Became official organ of the American Lyceum. Vol. I, 1830. William C. Woodbridge: Editor's address, pp. 1–8. Middleser County Lyceum, pp. 128–132. (This article is about the establishment and maintenance of town lyceums.) William C. Woodbridge: Scientific tracts, pp. 139–144.

Vol. I, 1831. A. C. Flagg: Common school in New York, pp. 109-114. School conventions, lyceums, p. 126. New York State Convention, pp. 154-159. (Abstract of proceeding of convention leading to formation of New York State Lyceum.) Intelligence, pp. 175-176. (Notices about lyceums and teacher associations.) Massachusetts State Lyceum, pp. 224-226. American Lyceum, pp. 273-280. (Proceedings of first convention of the National Lyceum.) Intelligence, pp. 328-331. (News note concerning lyceums and common schools.) Walter R. Johnson: Schools of Pennsylvania and New Jersey, pp. 358-366. William C. Woodbridge: Associations of teachers, pp. 366-372. Intelligence, pp. 491-493 (news notes concerning lyceums). American Lyceum Committee Report: Results of lyceums, pp. 526-529. James Stevens: Town Maps, pp. 541-543. Intelligence, p. 543 (news note about lyceums). Common schools in Illinois, p. 597.

Vol II, 1832. William C. Woodbridge: The American Lycerum, pp. 35-42. Education Society at 8t. Augustine, pp. 94-96. Tennessee State Lycerum, pp. 96-97. Essex County Teacher's Association, pp. 97-98. Josiah Holbrook: Correspondence, pp. 110-111. Massachusetts Lycerum, pp. 120-121. Middlesex County Lycerum, pp. 131-133. Commonschool system of Connecticut, pp. 196-205. Education in Pennsylvania, pp. 276-277. Ontario County Lycerum, pp. 291. American Lycerum, pp. 337-354. (Proceeding of the national convention.) Illinois Lycerum, p. 411. John Griscom: American Lycerum, pp. 421-422. New school for teachers, p. 579.

Vol. III, 1833. The American Lyceum, pp. 187-188. Massachusetts Lyceum, pp. 235-236. Convention of teachers at Andover, pp. 236-237. American Lyceum, p. 287. Proceeding of the American Lyceum, pp. 345-361. American School Agents' Society, pp. 418-422, 463-474, 524-530. Common schools in New Jersey, p. 597.

Vol. IV, 1834. Circuit schools, and lyceum anniversary in Georgia, p. 245. Fourth annual meeting of the American Lyceum, pp. 279–285. Report on the New Jersey Lyceum, pp. 314–317. Lyceum in South Carolina, pp. 336–337. Number of teachers required in the United States, pp. 386–387. Baltimore Union Lyceum, p. 480. Movements in Illinois, p. 481. Report of the Ontario County Association of Teachers, pp. 503–508.

Vol. V, 1835. Illinois Education Convention, pp. 138-139. New Jersey Lyceum, pp. 130-140. William C. Woodbridge: Review of an address on lyceum, pp. 193-204. Transactions of the American Lyceum, pp. 267-275, 292-300. Foreign Correspondence of the American Lyceum, pp. 349-351. Mount Holyoke Penale Seminary, pp. 375-376. United States Naval Lyceum, pp. 391-393. Educational convention, pp.



426-427. Education convention in Pennsylvania (Pennsylvania State Lyceum), pp. 470-472. Society for the Advancement of Learning in South Carolina, pp. 523-524. Ontano County Lyceum, pp. 524-525. How to degree common schools, pp. 547-550.

Vol. VI, 1836. Education convention in Kentucky, p. 35. Essex County Association of Teachers, p. 36. News notes—Common schools, Teacher conventions, pp. 183-185. Female seminaries, pp. 235-236. Transactions of the American Lyceum, pp. 269-281. News notes—Teacher conventions, Knowledge diffusion societies, pp. 282-256. News notes—Pennsylvania Lyceum; Common schools in New York; Teacher's association 4; Brooklyn, pp. 333-335. News notes—Teachers' conventions; lyceums, pp. 373-381. Mutual instruction in common schools, pp. 433-441. German lyceums, p. 476-63.

Vol. VII, 1837. News notes.—Teacher associations; Common schools, pp. 40-45. News notes.—Teacher seminaries, Common schools. pp. 90-93. News notes.—Education conventions; Teacher associations, Teacher seminaries, pp. 135-141. News notes.—Common school conventions; Lyceums, pp. 181-184. Transactions of the American Lyceum—seventh annual meeting, pp. 318-321. New York common-school system, pp. 327-329. State education convention, New York, pp. 329-330. News notes.—Teacher associations, pp. 425-428. News notes.—Education associations, pp. 470-471. Education convention at Salem, p. 567.

Vol. VIII, 1838. News notes.—Education in Pennsylvania, Convention of Education; Providence schools; Massachusetts schools; Popular education in Tennessee, pp. 91–95. News notes.—Common schools; Education conventions, pp. 136–142. News notes.—Education in Ohio, Michigan, Illinois, Kentucky, Tennessee, Alabama, Pennsylvania, New York, New Jersey, Maine, New Hampshire, Connecticut, Georgia, Massachusetts, pp. 181–192. Josiah Holbrook: New system of common education, pp. 225–227. The Boston Lyceum, pp. 233–234. Proceedings of the American Lyceum, pp. 280–284.

Vol. IX, 1839. Louisiana Institute for the Promotion of Education, p. 95. Proceedings of the ninth annual meeting of the American Lyceum, p. 380. National Convention of the Friends of Education, p. 421.

James Gordon Carter: The schools of Massachusetts in 1824. Old South Leaflets, No. 135. Directors of the Old South Work, Boston. Vol. VI, pp. 201–224. (An essay upon public education.) T. R. Marvin: The American Lyceum, Old South Leaflets, No. 139. Directors of the Old South Work, Boston. Vol. VI, pp. 293–312. (A summary of the lyceum development up to 1829.) Nehemiah Cleaveland: On lyceums and societies for the diffusion of useful knowledge. Discourse and Lectures (Proceedings) of the American Institute of Instruction. Hilliard, Gray, Little and Wilkins. Boston, 1831. Vol. I, pp. 145–161. S. C. Phillips: On the Usefulness of Lyceums. Discourses and Lectures (Proceedings) of the American Institute of Instruction. Hilliard, Gray, Little, and Wilkins. Boston, 1832. Vol. II, pp. 65–103.

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Vol. I, 1838. Henry Barnard: To those who are ready to be friends and patrons of common schools, p. 1. John A. Rockwell: Second report of the joint select committee on common schools, pp. 2-5. Henry Barnard: Literary associations, p. 10; Lyceums, pp. 39-40. County-school conventions, pp. 44-48. Henry Barnard: Town Association for the Improvement of Common Schools, pp. 51-52. Connecticut State Lyceum, p. 152. Vol. II, 1839. Henry Barnard: State Common School Convention, p. 20; National Convention of the Priends of Primary Education, p. 20. Connecticut State Lyceum, pp. 83-84.

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Vol. II, 1856. The American Institute of Instruction, pp. 19-24.

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Vol. XIV, 1864. Henry Barnard: The American Lyceum, pp. 535-558.



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Very brief discussion of development of the lyceum and its influence.

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Noffsinger, John S. Correspondence schools, lyceums, chautauquas. New York, Macmillan Co., 1926. pp. 99-106, 113-118.

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Thoreau's appnection with lyceum mentioned.

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Comment on the services of the Lowell Institute to the public.

Stoddard, Paul W. The place of the lyceum in American life. Unpublished master's thesis, Columbia University. 1928.

A good brief treatise, with useful bibliographical notes.

Wyse, Thomas. On the lyceum system in America, with a consideration of its applicability to mechanic's institutions in this country. In Central Society of Education. London, Taylor & Walton, 1838. pp. 203-228.

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II. Constitution and By-Laws of the American Lyceum

Article I. The society shall be called the American Lyceum.

Article II. The object of the lyceum shall be the advancement of education, especially in common schools, and the general diffusion of knowledge.

Article III. The members of the American Lyceum shall consist as follows: First, of delegates from State, Territory, and District lyceum, which are or may be formed; the number of which delegates shall not exceed half the number of members from said State, Territory, or District in the National Congress, and where an uneven number of congressional representatives is allowed, the fraction shall be construed in favor of such State, Territory, or District shall be restricted to less than three members.

Second. Of persons appointed by the executive committee of the National Lyceum, from those States, Territories, or Districts, where no general lyceum exists, or where no notice of delegations from those lyceums shall have been received by the executive committee, at least three months previous to the time of holding the annual meeting of the American Lyceum, under the same limitations of members as in case of delegates from lyceums.

Third. Of persons invited by said executive committee to attend said annual meeting from various parts of the United States, but who shall not be admitted to the privilege of voting for the election of officers, on any measures connected with the internal policy of the lyceum.

Article IV. The officers of the lyceum shall be a president, a recording secretary, as many corresponding secretaries as the lyceum, at any of its annual meetings, shall deem necessary, and a treasurer, who, with five other persons, shall constitute an executive committee to transact any business for the benefit of the lyceum, to be appointed by ballot at each annual meeting, and to hold their offices until others are appointed in their stead.

Article V. The lyceum shall hold an annual meeting in the city of New York, on the Friday next succeeding the first Thursday in May.

Article VI. Three persons shall form a quorum of the executive committee, which shall hold its meetings in the city of New York, and shall be empowered to add others to its number.

Article VII. This constitution may be altered and amended by a vote of two-thirds of the delegates present at any annual meeting.

AMENDMENT TO THE CONSTITUTION, 1832

Article VIII. Any person may become a life director upon paying into the treasury the sum of \$50. A life member upon the like payment of \$20. An annual member, with the approbation of the executive committee, upon the yearly payment of \$3.

AMENDMENT TO THE CONSTITUTION, MAY 7, 1836

Strike out Article 5 and insert: "The lyceum shall hold an annual meeting at such time and place as the preceding annual meeting shall decide."



BY-LAWS, AMERICAN LYCEUM

I. The recording secretary shall provide a suitable place for depositing books, specimens, and other property belonging to the society; a place for regular meetings; and give early and public notice thereof.

II. Every corresponding secretary shall have a particular department assigned to him, and the following are assigned to those appointed:

Pirst. Samuel B. How, president of Dickinson College, Carlisle, Pa. On colleges and their connection with common schools.

Second. Josiah Holbrook, Boston, Mass. On books, apparatus, and branches of study. Third. B. O. Peers, Lexington, Ky. On legislative provisions for schools.

Fourth. A. J. Yates, Chittenango, Madison County, N. Y. On the qualifications of teachers.

Fifth. Theodore Dwight, Jun., New York City, N. Y. On lyceums.

Sixth. Oliver A. Shaw, Richmond, Va. On the natural sciences.

Seventh. John Neal, Portland, Me. On methods of instruction and school discipline.

III. The corresponding secretaries will make reports in their respective departments, and furnish the recording secretary with all documents relating thereto and belonging to the society.

IV. It shall be the duty of the executive committee, or any three of their number, to invite persons from different parts of the United States to address the lyceum at the annual meetings on such topics as they may prescribe to them.

V. It shall be the duty of every member of the executive committee to forward the general object of the lyceum in that section of the country to which he belongs.

VI. The rules of debate observed in the House of Representatives of the United States, as recorded in Jefferson's Manual, shall be observed by this society.

III. Resolutions of the American Lyceum

RESOLUTIONS OF THE ANNUAL MEETINGS, 1831 TO 1838, INCLUSIVE

RESOLUTIONS, 1831 CONVENTION

1. On motion,

Resolved, That in the opinion of this lyceum the weekly meetings of teachers in towns, and the semiannual conventions of teachers in counties, under the direction and aid of town and county lyceums, are eminently calculated to improve the qualifications of the teachers, and advance the interest of schools.

2. On motion,

Resolved, That this lyceum considers the establishment of seminaries for the education of teachers, a most important part of every system of public instruction.

3. On motion of Mr. Neal,

Resolved, That we regard the school teachers of our country (who are now estimated at 50,000) as a body on whom the future character and stability of our institutions chiefly depend; that they are therefore entitled to our highest consideration, and that whatever may be their faults or deficiencies, the remedy for both is in the hands of the society at large.

4. On motion of Mr. Frederick Emerson.

Resolved, That the executive committee be directed to adopt such measures as they shall deem expedient to encourage the institution of lyceums in the several States of the Union, where lyceums do not already exist.



5. Resolved, That The American Annals of Education, published in Boston, and The Magazine of Useful Knowledge, published in the city of New York, be adopted as the organs of publication for the proceedings of this lyceum.

6. On motion,

Resolved, That the executive committee be requested to invite such gentlemen from different parts of the United States as they shall deem expedient to present to the next annual meeting of this lyceum, addresses or remarks on such topics as they may assign them, connected with the diffusion of useful knowledge and public education.

7. On motion of Mr. Holbrook,

Resolved. That the American Lyceum recommend to town and county lyceums, which are or may be formed, to cooperate in procuring town and county maps, embracing geography, geology, and as much agriculture and statistics as may be found practicable.

8. On motion, the following gentlemen were appointed a committee to prepare a model town and county map of the kind mentioned in the previous resolution; namely, Professor Dewey, Professor Olmsted, Professor Hitchcock, William C. Woodbridge, and Mr. James Stevens.

9. On motion,

Resolved. That the proceedings of the convention and of the lyceum be published and circulated in different parts of the United States.

RESOLUTIONS, SECOND ANNUAL MEETING, 1832

1. On motion of Mr. Theodore Dwight,

Resolved, That the American Lyceum urge upon friends of public intelligence and good order, so far as they may have it in their power, to establish, promote, and countenance lyceums in their respective neighborhoods, villages, towns, counties, and States.

2. On motion of Doctor Comstock,

Resolved, That the executive committee be requested to make arrangements for a monthly publication, as soon as it shall be practicable.

3. On motion of Mr. William C. Woodbridge,

Resolved, first, That the information presented to the lyceum at the present meeting furnishes abundant evidence of the utility of lyceums, and other similar institutions, in elevating the intellectual and moral character, in softening the asperities of party feeling, and promoting union and energy in other public objects, and that they may be made to contribute materially to the improvement of common schools.

- 4. Resolved, second, That it be recommended to every town and village in our country, to form a social institution of this kind; and that the executive committee be requested to make this a special subject of attention during the current year.
- 5. Resolved, third, That naturalists, and men of experience in science and the arts, be respectfully requested to aid the lyceums in naming the subjects of natural history, and in giving instruction, and in the use of instruments and apparatus.

RESOLUTIONS, THIRD ANNUAL MEETING, 1833

- Resolved, That the American Lyceum do recommend to the various county lyceums and town lyceums in States where no State lyceums exist, to form themselves into such associations.
- 2. Resolved, That this lyceum recommend to all lyceums and schools in the county to procure cabinets of natural history, for themselves, and to cooperate in furnishing a national cabinet in the city of New York; and that the executive committee be requested



to procure a place of deposit for the cabinet and otherwise to aid the enterprise. (Lyceum Exchange, New York, 1842.)

- 3. Resolved, That President Duer be requested to draw up outlines of the constitutional jurisprudence of the United States, and publish the same in such forms as may be best adapted as a textbook for lectures, and a class book for use of academies and common schools.
- 4. Resolved, That a committee be appointed to report a uniform plan for meteorological observations, to be recommended to lyceums and schools in all parts of the country; Messrs. Webster, Holbrook, and Brace were constituted such committee.
- 5. Resolved, That the American Lyceum recommend to all lyceums and schools, regular contributions, either in money or effort, in favor of some benevolent object.
- 6. Resolved, That the lyceum recommend to the attention and support of lyceums and schools the valuable publication of Mr. Woodbridge, the Annals of Education and Instruction, and also the Family Lyceum published by Mr. Holbrook.
- 7. Resolved. That one or more agents be appointed to promote the objects of the lyceum, as soon as sufficient funds shall be obtained for their support.
- 8. Resolved, That the lyceum having had opportunity to examine the splendid work of John J. Audubon, Esq., on the ornithology of the United States, deposited in the library of Columbia College; and being impressed with the value of the labors of that learned and enterprising naturalist to our country, and the importance that he should receive such support as is necessary to encourage and reward his exertions; take pleasure in recommending his objects and his work to the friends of useful knowledge in all parts of the United States.
- 9. On motion of Mr. Woodbridge, it was

Resolved, That in the opinion of this lyceum a knowledge of the formation and change of the human body is highly important to all, and especially to parents and teachers; and that the study of physiology ought to form a part of the course of education wherever it is practicable.

- 10. Resolved, That a premuim of \$300 be offered for the best textbook on physiology, for the use of schools, to be published under the direction of the lyceum, which shall be presented before March 1, 1834; this premium to be exchanged, if the author previously desire it, for a premium of \$50 with the right of publication.
- 11. Resolved, That the executive committee be directed to select four individuals, one from each of the four professions, viz, medicine, law, theology, and education, to examine and decide on the works presented, and to give such public notice of the arrangements they may find advisable.
- 12. Resolved, That the thanks of the lyceum be presented to the Society for the Promotion of Manual Labor Institutions, and to their agent Mr. Weld, for their interesting report; and that they be assured of the cordial sympathy and cooperation of this lyceum in the object of their association.
- 13. Resolved, That President Cushing be requested to furnish to the executive committee a written account of the state of education in Virginia, and the means devised for the diffusion of knowledge.

RESOLUTIONS, FOURTH ANNUAL MEETING, 1834

1. On motion of Doctor Rogers,

Resolved, That a committee, with power to add to their number, be appointed, whose duty it shall be, during the recess of the American Lyceum, to correspond with persons



in different parts of the country, whose attention has been particularly directed to the business of instruction; to collect information, and otherwise to promote the establishment of a Central Seminary for the education of common-school teachers. The following gentlemen were constituted such committee: Messrs. Dwight, Rogers, Weeks, and Carroll.

2. On motion of Mr. Carroll, it was

Resolved, That a committee be appointed to prepare and report some plan for raising funds for defraying necessary expenses. The following gentlemen were appointed: Messrs. Carroll, Green, and Weeks.

3. On motion of Doctor Pennington, it was

Resolved, That a committee be appointed to collect information, and report on the best plan for conducting and rendering interesting and attractive the proceedings of local lyceums. Messrs Pennington, Carroll, and Hodges were appointed a committee-

4. Resolved, That the thanks of the lyceum be presented to the president, for his valuable book on Constitutional Jurisprudence, published at the request of the society,

and that a copy of it be placed in the library.

5. Resolved. That the lyceums which are now, or may hereafter be, established, be requested to unite with this society as branches thereof, and that they be represented in its annual meetings, and in the event of a failure so to be represented, they favor this society with a report of the state and condition of their respective institutions, to the end that the great object of this society and its associate societies be promoted, and their benefits more generally diffused.

RESOLUTIONS, FIFTH ANNUAL MEETING, 1835

1. Resolved, The the thanks of the American Lyceum be presented to Miss Cathrine E. Beecher, for her essay on the Education of Female Teachers.

2. Resolved, That the lyceum, considering the extensive circulation of this essay to be well calculated to excite public attention to its object, and the sentiments and facts it contains, particularly important at this time, would recommend it to the public, and request those connected with the popular press to aid in their promulgation, by publishing extracts.

3. Resolved, That the subject of female education deserves more attention than it has yet received from the American community.

4. Resolved, That the establishment and liberal endowment of female seminaries of a high order, especially for the education of female teachers, is highly deserving of the benefactions of the intelligent and wealthy of the community, as well as of legislative patronage.

5. Resolved, That the thanks of the lyceum be presented to the ladies who have undertaken to defray the expenses of publishing this address.

6. Resolved, That the American Lyceum have heard with satisfaction of the means used in South Carolina, Virginia, Georgia, and other States, to multiply lyceums; and cordially invite them to cooperate with each other, and with this society, for the promotion of knowledge.

7. Resolved, That a committee be appointed to correspond with the friends of lyceums in the South, and to propose a meeting of the American Lyceum this year, at such time as may be approved.

8. Resolved, That the executive committee be authorized to invite a special meeting of the American Lyceum, at such time this year as they may judge most convenient to the friends of lyceums in the South.



- 9. Resolved, That the American Lyceum highly approve of the operations of the American Institute of Instruction, and cordially wish it success.
- 10. Resolved, That Professor Dewey, Theodore Dwight, jr., Robert G: Rankin, and William B. Kinney, be a committee to attend the annual meeting of that society in August next, to communicate to it the sentiments of the above resolution.
- 11. Resolved, That lyceums are well adapted to large cities, and that it be recommended to the friends of knowledge in the city of New York, to form them in the different wards or districts.
- 12. Resolved, That, according to abundant evidence in the possession of this society, lyceums are calculated to afford a cheap and agreeable means of intellectual and moral improvement, in the various forms of which they are susceptible; that they offer means for the development of latent talent, and tend to cultivate taste and the useful arts.
- 13. Resolved, That the investment of money for the establishment of lyceums has proved of solid advantage to the wealth as well as to the habits and enjoyments of communities and neighborhoods.
- 14. Resolved, That the thanks of the lyceum be presented to Professor Dewey for the essay he has been so kind as to prepare, for the fifth annual meeting, on a subject so interesting to agriculture and science, and so appropriately assigned to him.
 - 15. On motion,

Resolved, That the executive committee be instructed to invite a convention of teachers in this city, for such specified objects and at such time as they may determine, provided such a measure shall appear to them advisable.

RESOLUTIONS, SIXTH ANNUAL MEETING, 1836

- 1. Resolved, (1) That the members of the lyceum be requested to leave with the secretary the names of all the lyceums and kindred associations with which they are acquainted, and such particulars concerning them as may be interesting to the American Lyceum.
- 2. Resolved, (2) That they be requested also to correspond hereafter with the society, and continue to transmit further intelligence, at least once a year and in season to be presented at the annual meetings.
- 3. Resolved, (1) That a subscription of \$3 shall entitle the subscriber not only to a seat at the next annual meetings as a member (if approved by the executive committee), but also to receive the regular publications of the society for that year.
- 4. Resolved, (2) That a subscription of \$1 shall entitle any society or individual to receive the regular publications of the year.
- 5. Resolved, That the thanks of the members of the lyceum be given to Doctor Howe for his most interesting lecture on the Instruction of the Blind, and they hereby express their deep interest in the charitable work in which he is so usefully engaged.
- 6. Resolved, That elementary instruction in natural history is, in the opinion of this lyceum, well calculated to promote the early development of the youthful mind; and that they recommend to every teacher in the United States to inquire how far it is adapted to the school which is under his particular care.
- 7. Resolved, That this lyceum have listened with pleasure to the accounts given of the Pennsylvania Lyceum, whose influence promises many advantages to that State.
- 8. Resolved, That it is the particular desire of this lyceum that in the communications with which they may be favored, all allusions, either to sectarians' peculiarities of any religious denomination, or the party politics of the day be carefully avoided; and that if



any allusion of the kind should unfortunately appear in any communications referred for publication that the executive committee be directed to omit the paragraphs containing them.

· The following resolutions, moved by the acting secretary, were adopted:

- 9. Resolved, That sentiments have been expressed and information communicated to the lyceum during the present session worthy of the serious and immediate attention of the friends of our country; and that their extensive diffusion at the present time is of such importance as to demand great and general exertions, and to justify extraordinary sacrifices.
- 10. Resolved, That measures for the rapid and universal improvement of common schools ought immediately to be taken; and that the aid, or at least the countenance, of every person may be fairly claimed in favor of the enterprise.
- 11. Resolved, That the best plans, means, and methods of instruction ought to be introduced without delay, at any expense; that the rising generation by a thorough, most enlightened, and truly Christian education, may be rendered fit to enjoy and competent to appreciate, sustain, and defend the political and religious freedom which God bestowed upon their ancestors.
- 12. Resolved, That the mutual intercourse which members of this lyceum have enjoyed during this meeting has greatly enlightened their minds, enkindled their zeal, encouraged their hopes, and concentrated their views on the common cause of popular education; and that a general cooperation of the friends of knowledge and virtue is greatly to be desired.
- 13. Resolved, That the enactment of wise laws in favor of education is very important, but that popular cooperation is of paramount importance, and may better be in advance of laws than behind them, but that this may be greatly promoted by the intelligent exertions of devoted men.
- 14. Resolved, That it is respectfully but earnestly proposed to such of our fellow citizens as regards general education as important to our national welfare to act without delay in visiting and improving common schools by addressing public assemblies, forming lyceums, or by other means to excite and direct a general cooperation in its favor.
- 15. Resolved, That the American Lyceum, so far as they may be able to obtain the necessary funds, will gratuitously send their proceedings monthly to every county in the Union; and that all societies which may wish to receive them are invited to send information, through the newspapers or otherwise, without expense, to one of the corresponding secretaries of the society.
- 16. Resolved, That all persons who will pledge themselves to perform, before the 1st of January next, any of the duties enumerated in the fourteenth resolution preceding, or to contribute to the treasury of the American Lyceum, are requested specifically to communicate their designs, and subsequently an account of their proceedings and results as above, or to transmit the money to William Forrest, New York, treasurer of the American Lyceum.
 - 17. On motion of Mr. G. W. Ridgley.

Resolved. That a committee be appointed to consider and report on the best method of enlarging the operations of the lyceum, and of interesting the public mind in its great chieft—the promotion of general education.

RESOLUTIONS, SEVENTH ANNUAL MEETING, 1837

1. Resolution passed, on motion of Doctor Andrews, requesting all lyceums to keep a table of meteorological observations and report the same as often as convenient to J. P. Rspy, of Philadelphia.



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Appendix

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A committee of five was appointed to execute the following resolution:

2. That in their opinion it is highly desirable that the lyceum should, as early as practicable, employ one or more agents for the purpose of making known and carrying out its object and design; to collect and disseminate information in relation to lyceum operations, and the general subject of education; and the solicit funds in behalf of the society. They, therefore, recommend the appointment of a committee with power to employ one or more agents to be under the direction of said committee, and to report to it at least once in three months; said agents to receive such compensation as shall be agreed upon by the committee, but no agent entitled to receive a greater amount than he actually collects; and that the committee be requested to report its proceedings to the next annual meeting of the lyceum.

To the Schate and House of Representatives of the United States of America in Congress assembled, the memorial of the American Lyceum respectfully represents:

3. That the science of meteorology has not heretofore received that attention which its great importance to the farmer, mechanic, and mariner demands and would justify—and consequently has not taken its rank among the exact sciences.

And that, since all nature is governed by fixed laws which in some cases can only be developed by extensive systematic observations, carried on simultaneously over a large extent of country (an object of too great magnitude to be accomplished by any individual association, and worthy the attention of the National Legislature).

Therefore, we would respectfully ask Congress to make such an appropriation as will certainly cause these simultaneous observations on storms and atmospheric phenomena to be made throughout the whole length and the breadth of the land. And also to secure the individual attention of an able meteorologist to this subject, whose duty it shall be to collate the observations, and, if possible, deduce from them the general laws which govern the weather.

Signed by order of the Seventh Annual Meeting of the American Lyceum, held at Philadelphia this 18th day of May, 1837.

4. Resolved, That during this annual meeting of the lyceum the minds of the members have been more sensibly impressed than ever with the great advantages that may result to individuals and to communities from lyceum operations; and that, in their opinion, no institution has ever been established so well calculated to allay party excitement, and unite all classes of citizens upon the great and important subject of education.

RESOLUTIONS, EIGHTH ANNUAL MEETING, 1838

- 1. Resolved, That the American Lyceum regards with deep interest the proposition of the American Sunday School Union to publish a selection of their books of an entertaining and instructive character, such as biographies, histories, travels, etc., as a school library; and that we consider the offering of this library to families, manufacturing villages, neighborhoods, and schools for introduction among them, after examination by proper persons, as happily tending to advance the interest of literature, religion, and social happiness among all classes of our citizens (it being understood from statements made before the lyceum, that the books comprising this library are free from sectarian peculiarities) and that we regard the proposal for thus circulating this library as directly instrumental inproparing the way for other and still higher efforts of a kindred character.
- 2. Resolved, That the use of the Bible in our popular system of education, as a text-book of moral and religious instruction, is regarded by the lyceum as indispensable.
- 3. Resolved, That the American Lyceum recommends an association of the teachers of public and private schools to be formed in every town or school society throughout



the county, and that they hold regular periodical meetings for mutual instruction relative to their duties in the government, education, and elevation of the character and condition of their respective schools.

4. Resolved, That it is highly desirable and important that this lyceum employ one or more agents for the purpose of organizing State, county, and local lyceums in different parts of the country, and visiting schools, and of collecting and diffusing information on the subject of popular education.

IV. Organizations Represented at American Lyceum Conventions

The following list of lyceums and societies shows the wide variety and types of organizations represented at the American Lyceum's annual meetings. Not all, however, were ever represented at the same meeting.

State lyceums: (1) New York, (2) Maine, (3) Massachusetts, (4) Illinois, (5) New Plampshire, (6) New Jersey, (7) Pennsylvania, (8) Connecticut.

Colleges and universities: (1) Yale, (2) Dickinson, (3) New York University, (4) Washington College, Conn., (5) University of Georgia, (6) Wesleyan University, Middletown, Conn.

Miscellaneous "knowledge diffusion" societies: (1) New York Young Men's Society, (2) Mechanic's Society, New York City, (3) Goodrich Association, Hartford, Conn., (4) Newark Mechanic's Association and Lyceum, (5) New York Historical Society, (6) New York Athenæum, (7) General Society of the Mechanics and Tradesmen of New York, (8) Metcantile Library Association, (9) New York' Institution for the Blind, (10) American School Agents Society, (11) Hamilton Literary Association of Brooklyn, (12) Young Men's Association for Mutual Improvement, (13) New York Institution for the Deaf and Dumb, (14) New York Handel and Haydn Society, (15) Beriah Sacred Lyceum, (16) Jüyenile Lyceums of the New York Public Schools, (17) Cuvierian Society of Middletown, Conn., (18) Peithologian Society of Wesleyan University, (19) Hartford Society of Natural History, (20) Social Club of Norwich. (21) Gloucester Institute, (22) Middletown Friendly Association, (23) Philadelphia Teachers' Lyceum, (24) Philadelphia School Lyceum, (25) Washington City, D. C., Lyceum, (26) Buffalo Lyceum, (27) Alton Lyceum (Illinois), (28) Trenton Lyceum (New Jersey), (29) Marietta Lyceum (Marietta, Ohio), (30) Lyceum of the village of Brooklyn, N. Y., (31) Essex County (New Jersey) Lyceum, (32) Naval Lyceum (Brooklyn, N. Y.), (33) Dorchester (Massachusetts) Lyceum, (34) Philadelphia Association of Teachers, (35) New York Public-School Teachers' Association, (36) Andover Convention of Teachers, (37 Franklin Institute, (38) Numerous course lyceums.

V. List of Lectures and Essays (with Authors) Given, Before the American Lyceum 1

Alcott, W. A. The study of physiology as a branch of general education. 1834.

Alcou, W. A. Missionaries of education. 1836.

Alcott, W. A. Religious instruction in common schools. 1838.

Beecher, Miss C. E. The education of female teachers. 1835.



¹ Taken from the American Lyceum Proceedings, published in the American Journal of Education, 1831 to 1839, inclusive.

Bok m, H. The moral and intellectual condition of the German population in the United States. 1836.

Cole, Thomas. American scenery, 1836.

Comstock, J. L. Geology. 1833.

Comstock, Dr. A. Elocution, and the cure of stammering; the education of the deaf and dumb. 1837.

Colley, W. S. The invention of the Cherokee alphabet. 1835.

Dewey, Chester. The introduction of the natural sciences into common schools. 1832.

Dodge, N. Emulation irr schools, and proper motives to study. 1836.

Dunlap, William. The influence of the arts of design, and the true modes of encouraging them. 1835.

Dwight, Theodore J. The Sereculehs in Nigratia, with a vocabulary. 1835.

Espy, J. P. Meteorology. 1837.

Frazer, Charles. The condition and prospects of painting in the United States. 1835. Frelinghuysen, Theodore. The importance of making the Constitution and political institutions of the United States subjects of education in common schools, academies, etc.

Garnett, J. W. The influence of literary institutions on the interests of the Union. 1836.

Grimke, T. S. The appropriate use of the Bible in common schools. 1832.

Griscom, John. School discipline. 1832.

Hamersley, J. A. The international copyright law. 1838.

Howe, Samuel G. The methods and means of instructing the blind. 1836.

James, E. The Chippewa language. 1833.4

Johnson, W. R. The extent to which the monitorial system is advisable and practicable in common schools. 1832.

Keagy, Dr. Infar. education. 1832.

Loomis, E. The Ojipue spelling book. 1835.

Maccullock, G. P. . The general principles of instruction. 1833.

Mosquera, Joaquin. The progress of education in New Granada. 1834.

Oscanean, Constantine. The history and conditions of education in Armenia. 1835.

Packard, F. A. The means of procuring popular cooperation in favor of common education. 1836.

Packard, F. A. The importance of uniting moral and religious instruction with the cultivation of the intellect. 1838.

Peet, Harvey P. The education of the blind. 1836.

Pizarro, Prof. Primary education in Spain. 1832.

Pray, L. G. The primary schools of Boston. 1838.

Rodriquez, Juan. The state of education in Mexico. 1833.

Russ, J. D. Apparatus and methods for instruction of the blind. 1833.

Russ, J. D. Books and apparatus for the blind. 1835.

Schoolcraft, H. R. The means for promoting civilization and education among the Western Indians. 1833.

Sigourney, Mrs. L. H. Raising the standards of female education. 1833.

Taylor, J. Orville. The state of education in New York. 1837.

Velor, Justo. The higher branches of education in Cuba. 1834.

Weeks, Doctor. Learning to read and write the English language. 1832.

Wood, S. Interrogative method of instruction. 1837.

Woodbridge, W. C. Vocal music as a branch of common education. 1833.

Woodbridge, W. C. The education of the eye. 1838.

Yakonbusky, Augustus. Education and literature in Poland. 1834.

Zavala, Lorenza de. Education. 1833.

VI. Men Who Aided the Lyceum Movement

The following list is the names of those who gave their support to the American Lyceum. Those checked (X) under "mentioned" are of enough educational importance to receive mention in Henry Barnard's American Journal of Education. Those checked under "Biography" were of sufficient importance to cause Barnard to put their biographies in his journal.

The men listed were either officers or delegates in the American Lyceum, between the years 1826 to 1839. The list is not complete.

Name		Men-	Biography
Abbott, Rev. Jacob			************
Alcott, Dr. W. A			1 4:629
Allen, Joseph		X	
Bailey, Ebenezer (Botton			12:429
Barclay, James			**************
Baldwin, Rev. Theron			15:269
			1:659 and 15:605
			1:654
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			1:587 and 16:92, 145
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Cleaveland Prof Nemia	h		8,233
Clower Timothy			
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	Yale College	X	
oodd, Prof Stephen			
Donaldson, James M	**********	X	
Devicht, Theodore	ومعجمه فالمنافقة الفاطي ويرادي ورادي الإجابان	X	h-+
Dor, William A., presid	ent Columbia College		
Duffield, Henry			
Eames, Theodore		·	
Eaton, Prof. A		X	
Edward, B. B.			. 14:38
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Evans, Daniel E			
Everett, Prof. A. H			
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Porrea, William			
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Gallaudet, Rev Thomas			1:43
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or iscom, Proj. John	****************		6:31
1 Vol. 4, p. 629.			

¹ Vol. 4, p. 629



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iale, Nathan	~	
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VII. Circular, Ninth Annual Meeting and Resolutions of National Educational Convention

Circular, issued by ninth annual meeting, American Lyceum, May 3, 4, 5.

Fellow citizens, at the ninth annual meeting of the American Lyceum, held in the city of New York on the 3d, 4th, and 5th of May, 1839, the following resolutions, proposed by Professor Brooks (Charles), of Massachusetts, were maturely considered and unanimously adopted, viz:

- 1. Resolved, That it is expedient to hold a national convention for one week in the "Hall of Independence," at Philadelphia, beginning on the 22d of November next, at 10 o'clock a. m., for the purpose of discussing the various topics connected with elementary education in the United States.
- 2. Resolved, That a committee of five be appointed to request the governor (and, if in session, the legislature) of each State in the Union to invite the friends of education in their State to attend the convention.

The undersigned, having been appointed to form this committee, do now, in obedience to their instructions, respectfully address you on this paramount subject.

The American Lyceum in taking measures to carry into effect the above resolutions, expresses its deep anxiety for the physical, intellectual, and moral culture of every child in the United States. It is ascertained that as many as 19 out of 20 children who receive instruction receive it at the common schools. These schools, therefore, must be with us the hope of civilization, liberty, and virtue. To elevate them so as to meet the wants of our Republic is the high and single aim of the convention. Parties in politics and sects in religion will not for a moment be recognized in any form. No power will be vested in the assembly. It will be, we trust, a company of philanthropists, patriots, and Christians coming to either in the spirit of an expansive benevolence to consult for the higher good of the ricing generation, and whose deliberations and results, when published to the country, will bring the great cause of education simultaneously before the several States in a form for enlightened, definite, and successful action. As subservient to this humane and patriotic object, we would suggest a few among the many topics which will demand the consideration of the meeting, viz:

How many children are there in each State who, according to the laws of that State, should be under instruction? How many of this number are found in the schools? What is the condition of the common schools in each State? What is the organization of the school system? What branches of knowledge should be taught in our common schools? What should be the character of our common school books? How may school apparatus and school libraries be made most useful? In what branches should instruction be orally, and in what degree? What should be the qualifications of teachers' Are normal schools, or seminaries for the preparation of teachers, desirable? On what plans should they be established? Is a central normal school for the Union desirable? Should it be under the direction of Congress or a society of citizens? What connection should the common schools have with academies, colleges, and universities? What models for school houses are best? Will a board of education, established by each State, afford the best supervision and secure the highest improvement of the schools? How can itinerant teachers and lecturers best supply destitute places? Is a national system of instruction desirable? How should a school fund be applied? In what part of each State has the greatest progress been made in elementary education? How may



school statistics, which must be the basis of legislation, be most easily collected? What features of the system now in operation in Holland, Germany, Prussia, France, and Great Britain may be most usefully adopted in this country?

Fellow citizens, the discussion of these and kindred topics will probably elicit a mass of information, the importance of which can not be easily overestimated. We would therefore urge those who shall attend the convention to come prepared for making known the valuable facts they can gather. Believing that all the talent of a country should be so tempted forth by judicious culture so as to bring it into profitable and harmonious action; that it is important to the public good as well as to private happiness that we should receive the requisite supply of useful information; and that each faculty, which the Creator has implanted in childhood should be developed in its proper order, proper time, and due proportion; we invite you to secure the attendance of delegates from your State, prepared to promote the first duty of your Republic the education of our youth. Believing that our country must look to intelligence as its defence and to virtue as its lifeblood; and that the plan now proposed be the first in a series of means for securing the greatest good to future generation, not only among us but to our sister Republic, the Lyceum desires to bring into a focus all the light which can be collected in our land. Some of the most distinguished gentlemen in the several States have promised to be present, and we would suggest the expediency of inviting the members of Congress (who will be on their way to Washington about the time of meeting) to join the convention.

With the most heartfelt good wishes for the success of every effort for the benefit of the young, both in your State and throughout the Union, we are

Your friends and fellow citizens,

THEODORE-FRELINGHUYSEN, of New York. CHARLES BROOKS, of Massachusetts.
JOHN GRIBCOM, of Pennsylvania.
HENRY R. SCHOOLCRAFT, of Michigan.
THEODORE DWIGHT, JR., of New York.

New York, June, 1839.

P. S.—We respectfully invite each editor of a newspaper in the United States to give his patrons the opportunity of reading the above circular, and to add this postscript as recording our sincerest thanks for his friendly cooperation.

VIII. Resolutions, National Education Convention, November, 1839

1. Whereas the cause of popular education is one which should command the energy and zeal of every lover of his country, and which calls for the united action of the citizens of this Republic; therefore

Resolved, That the national committee of the friends of education, now in session in Philadelphia, desire that an earnest appeal be made in their behalf to the people of the United States in relation to this interesting cause, embodying the precepts contained in the farewell address of the immortal Washington, and the spirit of his compatriot of the Revolution.

2. Resolved, That a memorial from this convention to the Congress of the United States be prepared, asking an early appropriation of the Smithsonian legacy to the purpose of education, for which it was designed by the generous philanthropist whose name it bears.



3. Resolved, That a memorial prepared from this convention to the Congress of the United States urging upon that body the propriety of appropriating all, or a part of the

proceeds of the sales of public lands, for the purpose of education.

4. Resolved, That a memorial be presented in behalf of this convention to the legislatures of the several States of the Union urging the establishment of a system of general education, whereby free and common schools may be made accessible to all, and that knowledge be secured to the people which is the bulwark of social and political happiness and freedom.

And where as it is most important to rally the friends of education throughout our widely extended country, therefore it is further—

5. Resolved, That the governors of the several States be requested by this convention to direct in their messages the attention of the legislatures to the state of popular education in their respective States; and also that they officially promote immediate inquiry how the same can be improved.

6. Resolved, That the national convention, now in session in Philadelphia, recommend to the friends of education in the several States of the Union the holding of State conventions, or the formation of State educational societies, for the promotion of the

cause of education by such means as may seem to them most suitable.

7. Resolved; That a general convention of the friends of education, to consist of delegates from State conventions, lyceums, public bodies connected with institutions for education, or from regularly constituted public meetings of the friends of the cause, be held in Washington on the first Wednesday of May next.

8. Resolved, That the officers of this convention, together with a special committee of nine members to be appointed by the officers, be fequested to make all necessary arrangement for securing the attendance of delegates from the various sections of the United States, at the general national convention to be held at the city of Washington in May next.

Resolved. That this convention recommend to the several State conventions to appoint delegates to the national convention to be held in Washington and a standing

committee to correspond with the committee of the national convention.

10. Resolved, That the president and the vice president of this convention be authorized to appoint the requisite number of committees (to consist of five members each) to prepare the address and memorials contemplated in the preceding resolutions.

Committees were appointed as follows:

To propose an appeal to the people: Messrs. Z. C. Lee, R. R. Gurley, C. C. Burleigh M. J. Lewis, and Doctor Ballinger.

To memorialize Congress respecting the Smithsonian legacy: Messrs. J. R. Chandler.

J. J. Barclay, G. M. Wharton, W. Wharton, and G. M. Justice.

To memorialize Congress respecting the appropriation of the proceeds of the sales of the public lands: Messrs. J. P. Kennedy, C. Gilman, Rev. Doctor Geiteau, Rev. E. W. Gilbert, and G. Emler, jr.

To memorialize the legislatures of the several States: Dr. A. D. Bache, Reverend Doctor Jenkins, Prof. E. C. Wines, Prof. J. Griscom, and W. S. Peet.

Special committee of arrangement for a general national convention: Messrs. Judge Hall, Tr Barle, E. W. Gilbert, Prof. J. Bryan, W. Biddle, Dr. O. H. Cosbell, Dr. G. H.

Burgin, J. Weirgand, and D. Parrish.

Officers: President, John Griscom (professor); vice presidents, W. C. Johnson, Maryland, J. R. Chandler, Philadelphia, Whiled Hall, Delaware, Samuel Webb, Philadelphia; secretary, J. C. Lee, Baltimore; assistant secretary, Rev. G. Jenkins, Philadelphia.

