

Report No. 12 of the Massachusetts School Board (1848) **by Horace Mann**

Without undervaluing any other human agency, it may be safely affirmed that the Common School, improved and energized, as it can easily be, may become the most effective and benignant of all the forces of civilization. Two reasons sustain this position. In the first place, there is a universality in its operation, which can be affirmed of no other institution whatever. If administered in the spirit of justice and conciliation, all the rising generation may be brought within the circle of its reformatory and elevating influences. And, in the second place, the materials upon which it operates are so pliant and ductile as to be susceptible of assuming a greater variety of forms than any other earthly work of the Creator. The inflexibility and ruggedness of the oak, when compared with the lithe sapling or the tender germ, are but feeble emblems to typify the docility of childhood, when contrasted with the obduracy and intractableness of man. It is these inherent advantages of the Common School, which, in our own State, have produced results so striking, from a system so imperfect, and an administration so feeble. In teaching the blind, and the deaf and dumb, in kindling the latent spark of intelligence that lurks in an idiot's mind, and in the more holy work of reforming abandoned and outcast children, education has proved what it can do, by glorious experiments. These wonders, it has done in its infancy, and with the lights of a limited experience; but, when its faculties shall be fully developed, when it shall be trained to wield its mighty energies for the protection of society against the giant vices which now invade and torment it;--against intemperance, avarice, war, slavery, bigotry, the woes of want and the wickedness of waste,--then, there will not be a height to which these enemies of the race can escape, which it will not scale, nor a Titan among them all, whom it will not slay.

Now I proceed, then, in endeavoring to show how the true business of the schoolroom connects itself, and becomes identical, with the great interests of society. The former is the infant, immature state of those interests; the latter, their developed, adult state. As "the child is father to the man," so may the training of the schoolroom expand into the institutions and fortunes of the State. . . .

Intellectual Education, as a Means of Removing Poverty, and Securing Abundance

According to the European theory, men are divided into classes,--some to toil and earn, others to seize and enjoy. According to the Massachusetts theory, all are to have an equal chance for earning, and equal security in the enjoyment of what they earn. The latter tends to equality of condition; the former to the grossest inequalities. Tried by any Christian standard of morals, or even by any of the better sort of heathen standards, can any one hesitate, for a moment, in declaring which of the two will produce the greater amount of human welfare; and which, therefore, is the more conformable to the Divine will? The European theory is blind to what constitutes the highest glory, as well as the highest duty, of a State. . . .

I suppose it to be the universal sentiment of all those who mingle any ingredient of benevolence with their notions on Political Economy, that vast and overshadowing private fortunes are among the greatest dangers to which the happiness of the people in a republic can be subjected. Such fortunes would create a feudalism of a new kind; but one more oppressive and unrelenting than that of the Middle Ages. The feudal lords in England, and on the continent, never held their retainers in a more abject condition of servitude, than the great majority of foreign manufacturers and capitalists hold their operatives and laborers at the present day. The means employed are different, but the similarity in results is striking.

What force did then, money does now. The villein of the Middle Ages had no spot of earth on which he could live, unless one were granted to him by his lord. The operative or laborer of the present day has no employment, and therefore no bread, unless the capitalist will accept his services. The vassal had no shelter but such as his master provided for him. Not one in five thousand of English operatives, or farm laborers, is able to build or own even a hovel; and therefore they must accept such shelter as Capital offers them. The baron prescribed his own terms to his retainers; those terms were peremptory, and the serf must submit or perish. The British manufacturer or farmer prescribes the rate of wages he will give to his work-people; he reduces these wages under whatever pretext he pleases; and they too have no alternative but submission or starvation. In some respects, indeed, the condition of the modern dependant is more forlorn than that of the corresponding serf class in former times. Some attributes of the patriarchal relation did spring up between the lord and his lieges, to soften the harsh relations subsisting between them. Hence came some oversight of the condition of children, some relief in sickness, some protection and support in the decrepitude of age. . . .

Now, surely, nothing but Universal Education can counter-work this tendency to the domination of capital and the servility of labor. If one class possesses all the wealth and the education, while the residue of society is ignorant and poor, it matters not by what name the relation between them may be called; the latter, in fact and in truth, will be the servile dependents and subjects of the former. But if education be equably diffused, it will draw property after it, by the strongest of all attractions; for such a thing never did happen, and never can happen, as that an intelligent and practical body of men should be permanently poor. Property and labor, in different classes, are essentially antagonistic; but property and labor, in the same class, are essentially fraternal. The people of Massachusetts have, in some degree, appreciated the truth, that the unexampled prosperity of the State,--its comfort, its competence, its general intelligence and virtue,--is attributable to the education, more or less perfect, which all its people have received; but are they sensible of a fact equally important?--namely, that it is to this same education that two thirds of the people are indebted for not being, to-day, the vassals of as severe a tyranny, in the form of capital, as the lower classes of Europe are bound to in the form of brute force.

Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men--the balance-wheel of the social machinery. I do not here mean that it so elevates the moral nature as to make men disdain and abhor the oppression of their fellow-men. This idea pertains to another of its attributes. But I mean that it gives each man the independence and the means, by which he can resist the selfishness of other men. It does better than to disarm the poor of their hostility towards the rich; it prevents being poor. Agrarianism is the revenge of poverty against wealth. The wanton destruction of the property of others,--the burning of hay-ricks and corn-ricks, the demolition of machinery, because it supersedes hand-labor, the sprinkling of vitriol on rich dresses,--is only agrarianism run mad. Education prevents both the revenge and the madness. On the other hand, a fellow-feeling for one's class or caste is the common instinct of hearts not wholly sunk in selfish regards for person, or for family. The spread of education, by enlarging the cultivated class or caste, will open a wider area over which the social feelings will expand; and, if this education should be universal and complete, it would do more than all things else to obliterate factitious distinctions in society.

The main idea set forth in the creeds of some political reformers, or revolutionizers, is that some people are poor because others are rich. This idea supposes a fixed amount of property in the community, which, by fraud or force, or arbitrary law, is unequally divided among men; and the problem presented for solution is, how to transfer a portion of this property from those who are supposed

to have too much, to those who feel and know that they have too little. At this point, both their theory and their expectation of reform stop. But the beneficent power of education would not be exhausted, even though it should peaceably abolish all the miseries that spring from the coexistence, side by side, of enormous wealth and squalid want. It has a higher function. Beyond the power of diffusing old wealth, it has the prerogative of creating new. It is a thousand times more lucrative than fraud; and adds a thousandfold more to a nation's resources than the most successful conquests. Knaves and robbers can obtain only what was before possessed by others. But education creates or develops new treasures,--treasures not before possessed or dreamed of by any one. . . .

For the creation of wealth, then,--for the existence of a wealthy people and a wealthy nation,--intelligence is the grand condition. The number of improvers will increase, as the intellectual constituency, if I may so call it, increases. In former times, and in most parts of the world even at the present day, not one man in a million has ever had such a development of mind, as made it possible for him to become a contributor to art or science. Let this development precede, and contributions, numberless, and of inestimable value, will be sure to follow. That Political Economy, therefore, which busies itself about capital and labor, supply and demand, interest and rents, favorable and unfavorable balances of trade; but leaves out of account the element of a wide-spread mental development, is nought but stupendous folly. The greatest of all the arts in political economy is, to change a consumer into a producer; and the next greatest is to increase the producer's producing power;--an end to be directly attained, by increasing his intelligence. . . .

Political Education

The necessity of general intelligence,--that is, of education, (for I use the terms as substantially synonymous; because general intelligence can never exist without general education, and general education will be sure to produce general intelligence,)--the necessity of general intelligence, under a republican form of government, like most other very important truths, has become a very trite one. It is so trite, indeed, as to have lost much of its force by its familiarity. Almost all the champions of education seize upon this argument, first of all; because it is so simple as to be understood by the ignorant, and so strong as to convince the skeptical. Nothing would be easier than to follow in the train of so many writers, and to demonstrate, by logic, by history, and by the nature of the case, that a republican form of government, without intelligence in the people, must be, on a vast scale, what a mad-house, without superintendent or keepers, would be, on a small one;--the despotism of a few succeeded by universal anarchy, and anarchy by despotism, with no change but from bad to worse. Want of space and time alike forbid me to attempt any full development of the merits of this theme; but yet, in the closing one of a series of reports, partaking somewhat of the nature of a summary of former arguments, an omission of this topic would suggest to the comprehensive mind the idea of incompleteness. . . .

However elevated the moral character of a constituency may be; however well informed in matters of general science or history, yet they must, if citizens of a Republic, understand something of the true nature and functions of the government under which they live. That any one who is to participate in the government of a country, when he becomes a man, should receive no instruction respecting the nature and functions of the government he is afterwards to administer, is a political solecism. In all nations, hardly excepting the most rude and barbarous, the future sovereign receives some training which is supposed to fit him for the exercise of the powers and duties of his anticipated station. Where, by force of law, the government devolves upon the heir, while yet in a state of legal infancy, some regency, or

other substitute, is appointed, to act in his stead, until his arrival at mature age; and, in the meantime, he is subjected to such a course of study and discipline, as will tend to prepare him, according to the political theory of the time and the place, to assume the reins of authority at the appointed age. If, in England, or in the most enlightened European monarchies, it would be a proof of restored barbarism, to permit the future sovereign to grow up without any knowledge of his duties,--and who can doubt that it would be such a proof,--then, surely, it would be not less a proof of restored, or of never-removed barbarism, amongst us, to empower any individual to use the elective franchise, without preparing him for so momentous a trust. Hence, the constitution of the United States, and of our own State, should be made a study in our Public Schools. The partition of the powers of government into the three co-ordinate branches,--legislative, judicial, and executive,--with the duties appropriately devolving upon each; the mode of electing or of appointing all officers, with the reason on which it was founded; and, especially, the duty of every citizen, in a government of laws, to appeal to the courts for redress, in all cases of alleged wrong, instead of undertaking to vindicate his own rights by his own arm; and, in a government where the people are the acknowledged sources of power, the duty of changing laws and rulers by an appeal to the ballot, and not by rebellion, should be taught to all the children until they are fully understood.

Had the obligations of the future citizen been sedulously inculcated upon all the children of this Republic, would the patriot have had to mourn over so many instances, where the voter, not being able to accomplish his purpose by voting, has proceeded to accomplish it by violence; where, agreeing with his fellow-citizens, to use the machinery of the ballot, he makes a tacit reservation, that, if that machinery does not move according to his pleasure, he will wrest or break it? If the responsibility and value of the elective franchise were duly appreciated, the day of our State and National elections would be among the most solemn and religious days in the calendar. Men would approach them, not only with preparation and solicitude, but with the sobriety and solemnity, with which discreet and religious-minded men meet the great crises of life. No man would throw away his vote, through caprice or wantonness, any more than he would throw away his estate, or sell his family into bondage. No man would cast his vote through malice or revenge, any more than a good surgeon would amputate a limb, or a good navigator sail through perilous straits, under the same criminal passions.

But, perhaps, it will be objected, that the constitution is subject to different readings, or that the policy of different administrations has become the subject of party strife; and, therefore, if any thing of constitutional or political law is introduced into our schools, there is danger that teachers will be chosen on account of their affinities to this or that political party; or that teachers will feign affinities which they do not feel, in order that they may be chosen; and so each schoolroom will at length become a miniature political club-room, exploding with political resolves, or flaming out with political addresses, prepared, by beardless boys, in scarcely legible hand-writing, and in worse grammar.

With the most limited exercise of discretion, all apprehensions of this kind are wholly groundless. There are different readings of the constitution, it is true; and there are partisan topics which agitate the country from side to side; but the controverted points, compared with those about which there is no dispute, do not bear the proportion of one to a hundred. And what is more, no man is qualified, or can be qualified, to discuss the disputable questions, unless previously and thoroughly versed in those questions, about which there is no dispute. In the terms and principles common to all, and recognized by all, is to be found the only common medium of language and of idea, by which the parties can

become intelligible to each other; and there, too, is the only common ground, whence the arguments of the disputants can be drawn.

It is obvious, on the other hand, that if the tempest of political strife were to be let loose upon our Common Schools, they would be overwhelmed with sudden ruin. Let it be once understood, that the schoolroom is a legitimate theatre for party politics, and with what violence will hostile partisans struggle to gain possession of the stage, and to play their parts upon it! Nor will the stage be the only scene of gladiatorial contests. These will rage in all the avenues that lead to it. A preliminary advantage, indispensable to ultimate success, will be the appointment of a teacher of the true faith. As the great majority of the schools in the State are now organized, this can be done only by electing a prudential committee, who will make what he calls political soundness paramount to all other considerations of fitness. Thus, after petty skirmishings among neighbors, the fierce encounter will begin in the district's primary assembly,--in the schoolroom itself. This contest being over, the election of the superintending, or town's committee, must be determined in the same way, and this will bring together the combustibles of each district, to burn with an intenser and a more devouring flame, in the town meeting. It is very possible, nay, not at all improbable, that the town may be of one political complexion, while a majority of the districts are of the opposite. Who shall moderate the fury of these conflicting elements, when they rage against each other; and who shall save the dearest interests of the children from being consumed in the fierce combustion? If parents find that their children are indoctrinated into what they call political heresies, will they not withdraw them from the school; and, if they withdraw them from the school, will they not resist all appropriations to support a school from which they derive no benefit?

But, could the schools, themselves, survive these dangers for a single year, it would be only to encounter others still more perilous. Why should not the same infection that poisons all the relations of the schoolroom, spread itself abroad, and mingle with all questions of external organization and arrangement? Why should not political hostility cause the dismemberment of districts, already too small; or, what would work equal injury, prevent the union of districts, whose power of usefulness would be doubled by a combination of their resources? What better could be expected, than that one set of school books should be expelled, and another introduced, as they might be supposed, however remotely, to favor one party or the other; or, as the authors of the books might belong to one party or the other? And who could rely upon the reports, or even the statistics of a committee, chosen by partisan votes, goaded on by partisan impulses, and responsible to partisan domination; and this, too, without any opportunity of control or check from the minority? Nay, if the schools could survive long enough to meet the crisis, why should not any and every measure be taken, either to maintain an existing political ascendancy, or to recover a lost one, in a school district, or in a town, which has even been taken by unscrupulous politicians, to maintain or to recover an ascendancy at the polls? Into a district, or into a town, voters may be introduced from abroad, to turn the scale. An employer may dismiss the employed, for their refusal to submit to his dictation; or make the bread that is given to the poor man's children, perform the double office of payment for labor to be performed, and of a bribe for principle to be surrendered. And, beyond all this, if the imagination can conceive any thing more deplorable than this, what kind of political doctrines would be administered to the children, amid the vicissitudes of party domination,--their alternations of triumph and defeat? This year, under the ascendancy of one side, the constitution declares one thing: and commentaries, glosses, and the authority of distinguished names, all ratify and confirm its decisions. But victory is a fickle goddess. Next year, the vanquished triumph; and constitution, gloss, and authority, make that sound doctrine, which was pestilent error before, and that

false, which was true. Right and wrong have changed sides. The children must now join in chorus to denounce what they had been taught to reverence before, and to reverence what they had been taught to denounce. In the mean time, those great principles, which, according to Cicero, are the same at Rome and at Athens, the same now and forever;--and which, according to Hooker, have their seat in the bosom of God, become the fittest emblems of chance and change.

Long, however, before this series of calamities would exhaust itself upon our schools, these schools themselves would cease to be. The plough-share would have turned up their foundations. Their history would have been brought to a close,--a glorious and ascending history, until struck down by the hand of political parricide; then, suddenly falling with a double ruin,--with death, and with ignominy. But to avoid such a catastrophe, shall all teaching, relative to the nature of our government, be banished from our schools; and shall our children be permitted to grow up in entire ignorance of the political history of their country? In the schools of a republic, shall the children be left without any distinct knowledge of the nature of a republican government; or only with such knowledge as they may pick up from angry political discussions, or from party newspapers; from caucus speeches, or Fourth of July orations,--the Apocrypha of Apocrypha?

Surely, between these extremes, there must be a medium not difficult to be found. And is not this the middle course, which all sensible and judicious men, all patriots, and all genuine republicans, must approve?--namely, that those articles in the creed of republicanism, which are accepted by all, believed in by all, and which form the common basis of our political faith, shall be taught to all. But when the teacher, in the course of his lessons or lectures on the fundamental law, arrives at a controverted text, he is either to read it without comment or remark; or, at most, he is only to say that the passage is the subject of disputation, and that the schoolroom is neither the tribunal to adjudicate, nor the forum to discuss it.

Such being the rule established by common consent, and such the practice, observed with fidelity under it, it will come to be universally understood, that political proselytism is no function of the school; but that all indoctrination into matters of controversy between hostile political parties is to be elsewhere sought for, and elsewhere imparted. Thus, may all the children of the Commonwealth receive instruction in the great essentials of political knowledge,--in those elementary ideas without which they will never be able to investigate more recondite and debatable questions;--thus, will the only practicable method be adopted for discovering new truths, and for discarding,--instead of perpetuating,--old errors; and thus, too, will that pernicious race of intolerant zealots, whose whole faith may be summed up in two articles,--that they, themselves, are always infallibly right, and that all dissenters are certainly wrong,--be extinguished,--extinguished, not by violence, nor by proscription, but by the more copious inflowing of the light of truth.

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