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Horace Mann's influence on school libraries in Massachusetts

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HORACE MANN'S INFLUENCE ON SCHOOL LIBRARIES
IN MASSACHUSETTS

JOHN JAMES O'CONNELL

"Thesis submitted for degree of Master of Science
Massachusetts State College, Amherst."

June, 1934.

"Be ashamed to die until you have
won some victory for humanity."

AUG 27 1934

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INTRODUCTION

Horace Mann is by general consent America's greatest educator. He was the first American, in the field of education, to gain European recognition. His works were the first to be translated into a foreign language. So great, in fact, was his influence abroad that no less a person than Felix Pecaut has said of his: "I wish that Mann's biography might be placed in the hands, not only of all professors, but of all their pupils."

In gaining this position of preeminence, Mann made many contributions to the cause of education. It is the purpose in this thesis to show but one of his many contributions--the influence of Horace Mann on school libraries in Massachusetts.

The thesis has been divided into five sections. The first section shows the origin of the Common-school library in the State of New York. The second section shows the origin of the Common-school library in Massachusetts and Mann's plans for popularizing it. The third section shows how successful Mann was in his endeavors to popularize the new idea. The fourth section points out the decline of the school library after Mann's resignation as Secretary to the Massachusetts State Board of Education, and also,

the revival of the school library in Massachusetts since 1910. The final section contains a summary and conclusions.

The following sources of material have been utilized: (1) The Common School Journal; (2) Abstract of the Massachusetts School Returns; (3) Reports of the State Board of Education; (4) legislation; (5) contemporary history; (6) files of newspapers and periodicals.

REVIEW OF LITERATURE

A thorough search has shown but two writers who have given attention to Horace Mann's influence on school libraries. Raymond B. Culver, in his book "Horace Mann and Religion in the Massachusetts Public Schools," devotes a chapter to the school library in Massachusetts. As might be expected from the title, Dr. Culver is mainly interested in religion. He introduces the school library in the process of developing his theme. Since his primary purpose is to show Horace Mann's association with religion in the public schools, he does not attempt to show Mann's influence on the development of the school library in Massachusetts.

In the series of The Great Educators, which is edited by Nicholas Murray Butler, there is a volume entitled Horace Mann and the Common School Revival in the United States--by B. A. Hinsdale. In the chapter--The Secretaryship in Outline--the author treats, in a very sketchy fashion, Mann's influence on the development of the school library in Massachusetts. Because of the large scope of the undertaking, the treatment is very brief showing this development.

As was previously stated, no other person has directly or indirectly treated this particular in-

fluence. This thesis is the first to develop
the question of Mann's influence on school
libraries. It is, therefore, in the nature of
an original contribution.

HORACE MANN'S INFLUENCE ON SCHOOL LIBRARIES
IN MASSACHUSETTS

Section I

School libraries, in the sense of a Common-school library, did not exist in the United States prior to 1838. It is true that Harvard College had established a library as early as 1638. Then, in 1700, New York City had a public library which was converted in 1754 into a subscription library. In 1731 Dr. Franklin and his associates established a library company at Philadelphia, and in 1800 the library of Congress was begun. (1)

But the idea of the Common-School library, owes its existence to the foresight and intellectual acumen of such educational leaders as Governor De Witt Clinton of New York, Governor Marcy of New York, and Horace Mann of Massachusetts. These men realized the value of books to school children. They saw the necessity of supplying the immature and impressible minds with proper reading material. They knew that intellectual progress depended, in large measure, on a general diffusion of knowledge.

To Governor De Witt Clinton of New York is due the credit of first recommending the use of district school libraries. In his annual message

to the New York legislature in 1827, he points out that: "The scale of instruction must be elevated;--small and suitable collections of books and maps attached to our common schools, and periodical examinations to test the proficiency of the scholars and the merits of the teachers are worthy of attention."⁽²⁾

However, it was not until 1835 that the legislature enacted a law which authorized its respective school districts to raise by tax the sum of twenty dollars for the first year and ten dollars a year thereafter for the establishment of district school libraries. This law was, however, merely permissive. It gave the school districts power to do this; but it made nothing compulsory. The result was that the law remained unnoticed for three years on the statute books.

Then in 1838, Governor Marcy decided that some inducement was necessary to order to get the people in a receptive state of mind towards the idea of the district school library. In his inaugural address of 1833 he recommended that the legislature appropriate a share of the United States deposit fund for this purpose. The legislature adopted the recommendation. It was provided that \$55,000 of the fund should be set aside for three years

to be applied to District-school libraries; with a further provision, that the towns were also required to raise a like sum for the same purpose. In 1839 the provision was raised from three to five years; and in 1843, it was made perpetual with a modification that as soon as a district had fifty children, between the ages of five and sixteen, and a library which exceeded one hundred and twenty-five volumes; or, when the children in the district between the same ages shall be less than fifty, but the number of volumes shall exceed one hundred, then the district might appropriate the whole or part of the library money to the purchase of maps, globes, blackboards or scientific apparatus. (3) Thus the law of 1835 was the beginning of a movement which fifteen years later placed 1,600,000 books in the hands of New York school children.

Section II

Section I showed the origin of the Common-school library and how it developed in the state of New York. The purpose of this section is to show Horace Mann's influence on the development of the Common-school library in Massachusetts.

For reasons of clarification this section

has been divided into three parts. The first part consists of a biographical sketch of Horace Mann. The second part presents the Common-school library problem which confronted Mann as Secretary to the Massachusetts State Board of Education; and the third part shows the means employed by Mann in selling the idea of the Common-school library to the people of the State.

The biographical sketch of Mann shows the personality of the great educator. It brings to the foreground his many out-standing characteristics. Without this knowledge, it would be difficult to understand Mann's prodigious accomplishments.

Part I

Horace Mann was born May 4, 1796 in the small town of Franklin, Massachusetts. He was one of five children of Thomas and Rebecca (Stanley) Mann. His parents were people of meagre education, but of high ideals. They had little to offer their children in the way of money; but they had much to give them in the way of excellent example and honest principle.

Mann's youth was anything but happy. His father died of tuberculosis in 1809. This meant that a great share of the work of supporting the family fell on his shoulders, tho he was but thirteen

years of age. Speaking of this early youth, on an occasion in later life, Mann said that he couldn't remember when he began to work. He had no play-days; and play-hours could only be had by speeding up on his many chores.

Up to the time he was sixteen, he had never attended school more than eight or ten weeks in any year. He gave no thought to college preparation until he was twenty. Then under the tutelage of an eccentric yet brilliant itinerant schoolmaster named Barrett, he was ready in six months time to enter the sophomore class of Brown University. Here he made astonishing progress, graduating in 1819 with high honors. Unquestionably, Mann was an extraordinary scholar!

On leaving college he went into a law office at Wrentham, Massachusetts. He returned to Brown University as a tutor in Greek and Latin. In 1821, he left for the second time to enter the famous law school at Litchfield, Connecticut. In 1823 he was admitted to the bar of Norfolk County, Massachusetts. In the course of the next fourteen years he became a very successful lawyer, practicing first in Dedham, then at Boston.

He began his political career in 1827 as a member of the Massachusetts House of Representatives; he later served as a member of the Senate from 1833-1837.

During the last two years, he was President of the Senate, and as such signed the education bill of April 20, 1837 which provided for the creation of a State Board of Education which consisted of the Governor, Lieutenant-Governor, and eight citizens to be appointed by the Governor. The Board was also given power to employ a secretary at an annual salary of \$1,000. The secretary's chief duty was to make an annual report to the state legislature.

Great was the surprise when Mann was chosen as the Board's first secretary. It was generally believed that James Carter, the framer of the bill and a man outstanding in the field of education, would be chosen. But the choice of Mann proved to be a fortunate one.

His very soul and interest were in his work. He saw at the outset the deplorable condition of the school-district system, which had been legalized in Massachusetts in 1789. He saw how the free-school was being superseded by the private school. He saw the need of trained teachers. He saw the necessity of school funds if new school houses were to be built and old ones repaired. In fact, he saw so much that had to be accomplished that he accepted the position as secretary with much trepidation.

Nevertheless, he brought to his work an enthusiasm which is comparable to that of a religious missionary. He wrote to his sister: "If I can be the means of ascertaining what is the best construction of houses, what are the best books, what is the best arrangement of studies, what are the best modes of instruction; if I can discover by what appliance of means a non-thinking, non-reflecting, non-speaking child can most surely be trained into a noble citizen ready to contend for the right and to die for the right,--if I can only obtain and diffuse through-out this state a few good ideas on these and similar objects, may I not flatter myself that my ministry has not been wholly in vain?"⁽²⁾

So great were his courage and vision that we find, in the course of the next twelve years, while he was Secretary to the Board of Education, that the school system in Massachusetts was almost completely transformed. He accomplished this by several agencies. First, he inaugurated annual educational conventions in every county for the benefit of the teachers, school officials, and the public. At these conventions he addressed the people himself or had them addressed by clergymen, lawyers, or college professors, who were interested in a better educational system. Then each year

he made his annual report as Secretary of the Board in which he pointed out such things as the need of schoolhouses, Normal schools, school libraries, etc. In 1838 in order to bring about a better understanding of school problems, he started a semi-monthly magazine which he called the Common-School Journal. This he edited for the next ten years.

His success was truly remarkable. In 1837, when he became secretary to the Board of Education one-sixth of the children of the state were being educated in private schools, and one-third were without any educational opportunity whatsoever. In many districts the school year did not extend beyond two or three months. The male teachers received an average annual wage of \$135 and women \$65.

At the end of his twelve years the appropriations for public schools had been doubled. More than \$2,000,000 had been spent in providing better school houses. The school year was set with a minimum of six months by a legislative Act of 1839. The wage of men teachers had increased 62% and the wages of women teachers 51%. The ratio of private-school expenditure to public school had decreased from 75% to 36%. Three normal schools had been established. These had sent out several hundred teachers, whose influence thru out the state should not be under estimated. The high school

law of 1827, which was generally disregarded prior to Mann's secretaryship in 1837, became effective with the result that at least fifty new high schools were established. And, Mann introduced to the American school system the best methods in European instruction, especially the Pestalozzian object method.

In May 1843 Mann left for a five months tour of Europe. In this time he visited schools in Scotland, Ireland, France, Germany, Belgium, Holland and Switzerland. His observations can be found in his seventh annual report issued in 1843.

Mann resigned his secretaryship in 1848, having been elected to the United States House of Representative to take the place of John Quincy Adams. Four years later, he was defeated as a candidate for the Free soil party for the Governorship of Massachusetts.

Mann was then offered the Presidency of Antioch College. Here, he hoped to put into practice the educational principles which were the results of his years of experience. In this he was disappointed. He met resistance, almost from the start. Antioch was willing to be a little liberal in its viewpoint; but it could not fully grasp the liberality of Mann. In 1859 the college was sold for debt and reorganized. And in the

same year, after delivering the baccalaureate address, Mann retired, exhausted from a strenuous life, to his home, where he died with a few weeks. (4)

As a fitting gift to the youth of America, he gave in his last commencement address at Antioch the phrase which has now become a classic in American thought: "Be ashamed to die until you have won some victory for humanity."

Part Two

In Part I we became acquainted with the personality of Mann through his biography. In this PART we shall learn about school libraries in Massachusetts, and the Common-school library problems which confronted Mann as Secretary to the Board of Education.

To avoid confusion in what is to follow, the following terms are explained: school library, Common-school library, district school library and The Library.

School library: This term designates the small collections of books which made up the libraries of a few schools prior to the time of legislative enactments favoring district or Common-school libraries.

Common-school library: This term refers to a library established under a district-school library law. The first law of this type was passed in the

State of New York in 1835 and in the State of Massachusetts in 1837.

District-school library: This term is used interchangeably with the term Common-school library in this thesis.

The Library: This was the library which was recommended by the Massachusetts State Board of Education to the various school committees. It was not edited by the State, but was privately published by Messrs. Marsh, Capen and Lyon of Boston.

With the above explanation in mind, it is now possible to proceed to the problem of the school library in Massachusetts.

By the law of April 12, 1837⁽⁶⁾ the same legislature which had created the State Board of Education authorized the school districts to tax themselves for the purpose of procuring school apparatus and Common-school libraries to the extent of a sum of money not to exceed \$30 the first year and ten dollars for any succeeding year. The legislature was undoubtedly influenced by the New York legislation of 1835 which gave each school district the power to raise by tax the sum of twenty dollars the first year and ten dollars each succeeding year for the establishment of the district-school library in that state. This law of April 12, 1837 was the first legislative enactment in the State of

Massachusetts towards the establishment of the common school library.

During the same year Mann was appointed Secretary to the Board of Education. In the first convention address, speaking of the above legislation, he said that tho the provision about libraries might seem trifling, yet he considered the law as hardly second in importance to any that had been passed since the Act of 1647--which created the
(2)
common schools of the state.

On January 1, 1838 Horace Mann read his first report to the Board of Education. In it he brings out the fact that the law of 1826 provided that no school books should be used in any of the public schools "calculated to favor any particular religious sect or tenet."
(7) It must be noticed that Mann did not say that religion should not be taught in the common schools; but he said that no school book could be used which was in violation of the law of 1826. He found on examination that the books on moral instruction tended to make the children one religion or another. In his own words they tended, "to make them devotees on one side or profligates on the other; each about equally regardless of the true constituents of human welfare." In this connection he remarks that of the many books used in the district schools on moral instruction only three were acceptable; and that

these three were used in only six of the two thousand nine hundred and eighteen schools, from which returns had been received.

Thus one of the first problems which faced Mann as Secretary to the Massachusetts State Board of Education was to provide a system of moral instruction which would not be in violation of the law of 1826. To meet the problem he recommended a book on practical ethics suited to the use of the school children. In his words: "One of the greatest and most exigent wants of our schools at the present time, is a book, portraying, with attractive illustration and with simplicity adapted to the simplicity of childhood, the obligations arising from social relationship; making them stand out, with the altitude of mountains, above the level of the engrossments of life;--not a book written for the copy rights' sake, but one emanating from some comprehension of the benefits of supplying children, at an early age, with simple and elementary notions of right and wrong in feeling and in conduct, so that the appetites and passions, as they spring up in the mind, may, by a natural process, be conformed to the principles, instead of the principles being made to conform to the passions and appetites."⁽⁷⁾

Towards the end of his first report Mann brings out the deficiency of the school apparatus in the schools. He goes on to state that it is his hope

that new school libraries, established under the law of 1837, would rectify this deficiency.

But Mann was disappointed in his hope that the school districts would avail themselves of the law of 1837. The Board in its first annual report, February 1, 1838, gives considerable attention to the importance of the school library--and to the fact that quantity buying would greatly reduce the price per volume--nevertheless, granting all this persuasion, the districts did not take advantage of the new school library law. Thus, Mann, as secretary of the Board, was faced with the problem of selling the idea of the Common-school library to the districts of the Commonwealth.

Part III

This PART is an exposition of the ways and means by which Mann sold the idea of the Common School Library to the people.

Horse Mann, after circumspectly viewing the problem, came to the conclusion that the chief reason why the districts failed to purchase libraries under the law of 1837--was one of jealousy. Different political parties and different religious denominations could not agree on the books which should go into the new library. Thus Mann, speaking of the people at large says: "Though sensible men, and friends of education, almost without exception were earnest in

their desires for a library, yet they either had fears of their own, or encountered apprehension in others, that the public money devoted to this purpose of general utility might be perverted, in the hands of partisans, to the furtherance of sinister ends."⁽³⁾

Mann now presented a solution to the problem. In a communication to the Board of Education, on the 27th day of March 1838, he proposed that the Board itself prepare a Common-school library which would be suitable to the needs of the children, and at the same time would be free from partisan opinions in politics and sectarian views in religion.

As a result the Board of Education in its second annual report recommended the publishing of two series of books, to be known as a Common School Library; one series to be adapted for the use of children, the other for a maturer class of readers. This proposal was accepted by the publishing house of Messrs. Marsh, Capen and Lyon of Boston. In the course of the year ten volumes were published under the supervision of the board.

The Library was to consist of two series of fifty volumes each. The first known as the Juvenile Series, averaging from 250 to 280 pages per volume, was intended for children up to ten or twelve years of age. The other series, averaging from 350 to 400

pages per volume, was intended for advanced scholars and their parents. Since the books were published under the supervision of the Board, which was composed of leaders of different religious faiths and since the approval of every member of the Board was necessary before a book could be admitted into the library, Mann felt confident that the books would in no wise conflict with the law of 1826.

Among the persons engaged for the writing of these series are found the names of such prominent people as: the Honorable Judge Story, Washington Irving, Professor Benjamin Silliman, Professor Denison Olmstead, Honorable Judge Buel, Jacob Bigelow, M. D., Elisha Bartlett, M. D., Rev. Charles Upham, Rev. F. W. Greenwood, Rev. Royal Robbins, Honorable Isaac Hill, Mrs. H. E. B. Stowe, Miss E. P. Peabody, Miss C. M. Sedgwick, and others.

It is interesting to notice the titles of a few of the books among the first volumes which were approved by the Board of Education.

Life of Columbus-----	Washington Irving
Paley's Natural Theology--(two volumes)--	prepared by Elisha Bartlett
Life of Washington-----	Rev. Charles Upham
The Pursuit of Knowledge Under Difficulties---	Francis Taylor
Chemistry-----	Benjamin Silliman
Astronomy-----	Denison Olmstead
Christianity And Knowledge-----	Rev. Royal Robbins
The Farmer's Companion-----	Hon. Jesse Buel
History of Education-----	Calvin E. Stowe, D.D.
The Fireside Friend, or Female Student--	Mrs. A. H. L. Phelps
New England Historical Sketches-----	N. Hawthorne

The publishers found that they could print the books on good paper with a type especially manufactured for the library. The books were to be bound in cloth with leather backs and corners; they were to have gilt titles on the backs and for greater durability were to have cloth hinges inside the covers. The larger series were to be furnished the schools, academies, etc. At seventy-five cents a volume, and the Juvenile series at forty cents a volume.

The school districts could not now very well refuse to act under the law of 1837, which gave them the power to raise by tax thirty dollars the first year and ten dollars each succeeding year for the establishment of a district school library. The Board of Education would make the selections for the library; and, since the Board was composed of leaders of different political and religious beliefs--and since the approval of every member was needed before a book could be admitted--each district could feel reasonably assured that the books of final selection would not favor any particular political party or religious sect.

But Mann realized that before he could persuade the people as to the importance of libraries he would have to get exact and unquestionable data on the condition of the

libraries in the State and the extent to which they were used.

To accomplish this he sent a questionnaire to the school committees in every town in the State. From the questionnaire he learned the number of libraries in the State, the number of volumes in each, their approximate value, the general character of the books, and the number of persons who were entitled to use them.

The results exceeded his worse expectations. Reports came from all but sixteen towns. Those reported showed 299 social libraries in the State. The number of volumes was estimated at 180,028, and their approximate value was placed at \$191,538. The number of persons who had access to them was only 25,705.

There were in the State about fifteen town libraries, which, in the aggregate, contained about four thousand volumes with an estimated value of \$1,400. There were also in the State about fifty school district libraries which contained about ten thousand volumes with an approximate value between \$3,200 or \$3,300. (8) In short, the reports show that of the towns heard from, there are one hundred, almost one third of the whole number in the state, which have neither a town, social or district school library. (8)

Mann speaks of this in his third report:

"What strikes us with amazement, in looking at these facts, is, the inequality with which the means of knowledge are spread over the surface of the State;--a few, deep, capacious reservoirs, surrounded by broad wastes. It has long been a common remark, that many persons read too much; but here we have proof, how many thousands read too little. For the poor man and the laboring man, the art of printing seems hardly yet to have been discovered."

In the same report Mann remarks that the Social libraries in the city of Boston held about one-half of all the books in the Social Libraries in the State; yet, only about one-tenth of the people of Boston had access to the libraries. And, considering the number of people in the entire State, there were only a fraction over one hundred thousand who made use of the Social libraries in the State, leaving more than six hundred thousand with no right of access to any library. (8)

Mann now had all the necessary statistical data. He was aware that few, if any, of the school districts accepted the opportunity offered by the law of 1837. He knew that, at best, there weren't over fifty school libraries in the State. And he was convinced that the people would need much persuasion

to win them to the idea of the school library.

His problem now was to popularize the new idea of the District school Library. This he accomplished mainly through four agencies: the annual reports as Secretary to the Board of Education, the lectures which he gave at the county conventions, and articles in his Common School Journal, and the Abstracts of the Massachusetts School returns.

His third annual report to the Board of Education was almost entirely devoted to the Common-school library. In it, after showing the paucity of school libraries, he points out that the few books which were in the schools were not suitable for school children. The books were beyond their mental capacity. They were books for men, not for children. As Mann puts it: "One general remark applies to the existing libraries almost without exception;--the books were written for men, and not for children. The libraries, too, have been collected by men for their own amusement or edification. There is no hazard, therefore, in saying, that they contain very few books, appropriate for the reading of the young, either in the subjects treated of, the intellectual manner in which those subjects are discussed or the moral tone that pervades the works."⁽³⁾

This same argument was presented by Mann in a lecture on school libraries which he delivered on the following year (1840) at the education conventions which were required by law to be held annually in every county of the Commonwealth. (9)

This same lecture proved so valuable that he delivered it before Teachers' Associations, and Lyceums, in different parts of the State. Mann was determined to make the people, at large, conversant with the idea. He was convinced that he could prove to them in a logical manner that the final solution of the library problem rested in the adoption of the library published by Messrs. Marsh, Capen and Lyon.

In gaining recognition for the Library Mann produced many arguments, two of which I have already named--the lack of books in the school library; and the unsuitableness of the few books which were there to the mental capacity of the children. Mann now advanced an argument that if the child is to read intelligently, he must have good books from which to read. In good books will be found the best language; they will make the reader a master of nice words; they will open his **NEW** realms of thought--new fields of pleasure. "A mind (says Mann) accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate

in the richer worlds of thought, can never afterwards read like a wooden machine,--a thing of cranks and pipes,--to say nothing of the pleasure and the utility it will realize."⁽³⁾

Another argument employed by Mann is used by educators today. If we are to expect a progressive nation, it is necessary that we educate the mass of people to a higher level of thought. We can't neglect the mass in order to advance a few. To quote Mann: "The scientific or literary well-being of a community is to be estimated not so much by its possessing a few men of great knowledge, as by its having many men of competent knowledge; and especially is this so, if the many have been stunted in order to aggrandize the few."⁽³⁾

Of course, we must not forget the fact that Mann is trying to sell the District-school library of Marsh, Capen and Lyon. We must remember that the intimation is constantly present that the solution of all the arguments is found in the adoption of the District school library.

Mann next presents the argument that adults as well as children will benefit from such a library. His idea was that the District school library would become so attractive that the parents of the children would willingly come to make use of the books. Tho a perso had

mastered all the text-books in the school, while a scholar therein, yet he would not have outgrown the school until he had mastered all the books in the library.

The next argument is so perfectly expressed by Mann that I feel it would be an injustice to give it any personal expression.

"It is in this way:--The most ignorant are the most conceited. Unless a man knows that there is something more to be known, his inference is, of course, that he knows everything. Such a man always usurps the throne of universal knowledge, and assumes the right of deciding all possible questions. We all know that a conceited dunce will decide questions extemporaneously, which would puzzle a college of philosophers, or a bench of judges. Ignorant and shallow-minded men do not see far enough to see the difficulty. But let a man know that there are things to be known, of which he is ignorant, and it is so much carried out of his domain of universal knowledge. And for all purposes of individual character, as well as of social usefulness, it is quite as important for a man to know the extent of his own ignorance as it is any thing else. To know how much there is that we do not know, is one of the most valuable parts of our attainments; for such knowledge, becomes both a lesson of humility

and a stimulus to exertion. Let it be laid down as a universal directive to teachers, when students are becoming proud of their knowledge, to spread open before them some pages of the tremendous volume of their ignorance." (10)

Mann now points out that as boys become interested in good books they will spend their evenings reading instead of parading the streets in the company of vicious companions.

Another argument can be found in Mann's third annual report and in his lecture on the District school library. It concerns itself with the reading habits of adults as well as children. He points out that a great portion of the libraries consists of novels and all that class of books which is comprehended under the familiar designations of "fictions", "light reading", "trashy works", "ephemeral" or "bubble literature." He states that this type of reading had increased immeasurably within the last twenty years. (1820-1840)

Of course, Mann admitted that reading for amusement has its place; but he argued that people spent too much time with this kind of reading. He saw danger in it. He pointed out that the danger of making amusement the sole object of one's reading was that the mind in time became atrophied through lack of exertion.

He found that the number who read fiction or "bubble literature" were legion. Only one adult out of every fifteen of the reading public read any scientific work on government, political economy, morals, or philosophy. But with respect to travel, biography, and history, he found that the number was much greater. He states that the sale of some of Bulwer's and Marryatt's novels ran from ten to fifteen thousand copies in this country; while the sale of that valuable and instructive work, Spark's American Biography, was limited to less than two thousand copies. Mann was very much disturbed by this. He says: "No discerning person, who has arrived at middle age, and has been at all conversant with society, can have failed to remark the effect upon mind and character, of reading frivolous books, when perused as a regular mental employment, and not as an occasional recreation;--the lowered tone of the faculties, the irregular sallies of feeling, the want of a power of continuous thought on the same subject, and the imperfect views taken of all practical questions,--an imperfection compounded by including things not belonging to the subject, and by omitting things which do. Any such person will be able to give his attestation to the fact and be willing to advance it into an

axion, that light reading makes light minds.

To sum up the arguments employed by Mann in influencing the people to buy the library are listed.

- (1) The paucity of books in the schools.
- (2) The unsuitableness of the books to the mental capacity of the school children.
- (3) The advantages of popular education to the preservation of a Democratic form of Government.
- (4) The profit which comes to adults as well as children from a school library.
- (5) The supercilious attitude which ignorant people assume.
- (6) The value of a library in keeping a boy out of mischief.
- (7) The result of romantic novels, "bubble literature" etc. on the power of the mind.

Section III

The second section gave the arguments used by Mann in his Common School Journals, Annual Reports, or lectures in his endeavor to sell the idea of the Common school library to the people of the state.

The purpose of this section is to show how well he succeeded.

No one knows just when the school library started in Massachusetts. (See page 10) We do know that the early schoolmaster often owned a few books which he permitted his pupils to use. And we also know that the bible was read extensively by the people of the state. But up until 1837, when by an Act of the legislature each school district was

authorized to spend for the purpose of establishing a school library thirty dollars the first year and ten dollars each succeeding year, there are no definite data as to the number of schools which had libraries. At this date we learn that there was great need for school libraries in the state, but still no number is mentioned.

However, we are certain, as a result of Mann's survey on libraries, (in his third report) that in 1839 there were only fifty school libraries in the state.

To show the attitude of the people of the state towards the common school library in the year following Mann's third report, I am going to quote from Mann's abstract of the Massachusetts School Returns. These Abstracts were prepared annually by Mann, and contain, for the most part, the reports of the various school committees. From the abstract of 1840-1841 we find the following.

DANVERS:

"Your committed are happy in being able to state that the suggestions of the Board of Education, in relation to the establishment of district libraries, have been adopted in District No. 1. In this district, through the exertions of its faithful teacher, Mr. Northend, the foundation of a library has been successfully established by voluntary contribution,

which will undoubtedly be increased in size, as the means of the district will allow. The committee need not dwell, for a moment, upon the utility of such a library, and the advantages which it must bestow upon the children of the district. It is to be hoped, that other districts will soon imitate the example thus so worthily set by No. 1."

WEST WINDHAM:

"Another subject to which the committee would ask the attention of the town, is that of school libraries. The Board of Education have selected two series of books, one for adults, and one for younger persons to be called the Juvenile Series. The advantages of such a library to each district must be incalculable, and they are the more necessary in this town as there are no public libraries to which all can have access for such books as they may need."

FRANKLIN:

"Of the proposed school libraries we have only to say that, to most districts, nothing can be of greater promise to the mental enlargement of the young, at the same expense."

STONINGTON:

"We cannot too earnestly and urgently repeat the recommendation of the committee of 1838-1839 that a yearly appropriation should be devoted to the purpose of furnishing every school in town with apparatus

and a library. This deficiency is uncondonable and cries aloud for remedy.xxx

WAYLAND:

"We beg leave to suggest, for the consideration of the town, the propriety of appropriating something for the purpose of forming school libraries and procuring apparatus in the several districts.xxx"

Other towns which gave similar reports include: Westhamton, Commington, Northampton, Westminster, Ashfield, Colrsine, Great Barrington, Canton, Franklin, Easton, New Bedford, Sandwich, Beverly, Gloucester, Northborough, Lanesborough, Sharon, Barnstable, and Marshfield.

From an examination of the above reports we can fairly deduce two things; first, that by 1840 the idea of the school library was before the school committee and secondly, that at this same date only a few towns could boast of having taken advantage of the law of 1837--which permitted each school district to tax itself for the establishment of a library.

In the abstract of 1841-1842 only two towns, Shirley and Brighton--give libraries any mention. And in Mann's annual report to the Board for the same year he brings out that over six hundred thousand of the population of the state are still without the privileges of the library.

But in 1842 we find a changed attitude on the part

of the people. The general tenor of the reports of the school committee for this year instead of being one of recommendation for the establishment of school libraries--as were the reports of 1840-1841--was now an affirmation of the benefits which accrued from such libraries. From the many reports stressing this point, I shall present only a few typical illustrations.

SALISBURY: "Your committee would say a word, commending the Common School Libraries, which have recently been selected and prepared by the Board of Education, with great care and fidelity. These books which make up the Common School Library are on great and important subjects. They are free from party politics and sectarian religion. This library is now in possession of most, if not all, of the school districts in town, procured for the benefit of the rising generation in the acquisitions of useful knowledge.xxx"

HOPKINTON:

"You have established eleven school districts libraries in your town the past year.xx The books which the districts purchased for their libraries were those two excellent series of works for a common school library, (the one adapted for the use of children, the other for the saturday class of readers), published under the superintendence of the State Board.

of Education. xx The districts all have cases for their books, made after the same pattern, formed and painted in a very neat style.

The scholars in the districts have taken great interest in reading the library books, and they are to be found in almost every family in town, and, indeed, in families where they very seldom had any other new books than an almanac, from one year's end to another. I remember of being at one of these houses when a boy of ten years old came in, bringing with him a book which, he said, he had read through, and wished to exchange for another which the family had. When asked how he liked the library books, he said, "Very much. Before we had a library, I could get but few books to read, and used to spend my evenings at play, and now I stay at home and read all the library books that I can get." And at another house, hearing an old man giving a history of China, who among many other things said, if it was not for the fact that the land produced two crops of rice in a year, its vast multitude of inhabitants would starve to death. When asked his authority, he said, "I read it in one of the school library books." Who can calculate the vast amount of benefit we may expect to receive from the establishment of our school libraries? The old and the young are all partaking of their benefits. Whole families may be seen sitting around a winter's

evening fire, listening with eager interest to the reading of some of those books."

HADLEY:

"We have the pleasure to state that the Districts No. 1, 2, 5, 6, and 8, have procured for themselves school district libraries, agreeably to the legislative resolve of March 3d, 1842. The design on the part of the Legislature, was worthy of an enlightened and Christian Commonwealth."

OTIS:

"We hail, as an auspicious event to our schools and to the cause of general intellectual improvement among us, the introduction of the school library into every district of the town. The ability to read is of little worth except we have books for reading."

From the above reports of the school committees for the year 1843-1844, we may deduce that by this time many schools had adopted the school library, and that these schools felt themselves much benefited from its use.

In the reports of 1845-1846, we find the school library generally adopted. For instance, just to mention a few of the many reports:--

SPONBHAM:

"The books in the district libraries have been read through, and it seems necessary to procure an additional supply. The committee would recommend

the purchase, by the town, of one hundred volumes of suitable books, of those recommended by the Board of Education, and used in many schools."

FOXPOUND:

"We congratulate the rising generation on the establishment of a library in each school district, now in successful operation. About one dollar to every scholar, who attends school, has been appropriated in this way,-- and we believe it has been wisely expended."

CHARLESTOWN:

Connected with each of our grammar schools, is a well-selected library, to which any scholar may have access by the payment of a small sum. Many of these volumes find their way into families, who have not the means or conveniences of obtaining them from other sources, and they tend to promote the great object of Common School education, viz:--the universal diffusion of knowledge.

PAXTON:

"We are now able to report that the school library, sanctioned by the Board of Education is in the possession of every district in town. This augurs well for the future intelligence of those who are willing to improve their minds by reading."

WELLFLEET:

"School libraries, published under the sanction

of the Board of Education, have been established in many of the districts with decided success, as they have furnished a source of instruction and entertainment to parents and children.

A comparison of the above returns with those of the year 1840-1841--shows that the school library, which was merely recommended in the reports of 1840-1841, and now (1845-1846) gained general recognition.

At this point it is well to state that the legislature in 1842 offered to every school district in the state a premium of fifteen dollars, if it would extend or found a school library, provided, however, that the district would raise a like sum. This act was extended in 1843 to cities and towns not cut up into school districts. Mann takes much of this legislation in his School Journals.

Up to this point, the result of Mann's influence has been shown thru the Abstract of the School Returns. The Common School Journals, will now be used to show this same influence.

In the Common School Journal for April 1839, we find an extract from the Cultivator, which was presumably written by the venerable Judge Full of Albany. In the extract he compares the school libraries of New York State with those of Massachusetts, and concludes that the policy adopted in reference to libraries in Massachusetts was much superior to that employed in

his own state, New York.

In the Common School Journal for 1840--we learn that there were only fifty school libraries in the state; that there were in the aggregate about one hundred and eighty thousand volumes, in all the town and school libraries in the state; with a proportion of at least nineteen twentieths of these volumes ill adapted to the wants of the children.

In the July number of the Common School Journal for 1841, we find the following: "We cannot close this article without congratulating our community on the increased, and of course, the more adequate appreciation of the value of the District School Library, which seems to be pervading the public mind."

In the December issue of 1842, we find the statement that about three hundred sets of the Library have been sold. The number of Public Schools in the State for the year 1841 was three thousand one hundred and three; so that after figuring the sets sold in 1842, there were left twenty-eight hundred of the Public Schools without a school library.

In the July issue for the year 1843, we find the following:

"Since the promulgation of the Resolve, and prior to the first day of January, 1843, the districts which have entitled themselves to receive the sum of fifteen dollars from the treasury, in

consideration of having raised and appropriated the sum, having drawn out eleven thousand three hundred and fifty-five dollars. Thus it appears, that more than a fourth of all the districts in the State have already availed themselves of this legislative bounty."

In the same year Mann brings out in his Common School Journals--an omission in the law of 1842, which gave fifteen dollars of the State money to any district which would appropriate a like amount for the establishment of a library. The omission which he points out is that a great many towns and cities are not territorially or geographically divided into school districts. The school law permits every town at its option, to district its territory for the purpose of maintaining schools, or to maintain the schools without territorial division in its corporate capacity. (10) From this it can be seen that those towns which maintain schools under their corporate capacity would get no benefit from the State school-district fund. By a Resolve of the 7th March 1843, the Resolve of 1842 was extended to embrace every city and town in the Commonwealth not divided into school districts. Every such city and town would receive as many times fifteen dollars as the number sixty is contained in the number of children between the ages of four and sixteen in such city and town;

provided that evidence be produced to the treasurer that such city or town had appropriated an amount equal to that which was being sought from the school fund. This money was, of course, to be used for the establishment of school libraries.

Between 1842-1845 about sixty thousand dollars was spent in the establishment of school libraries; and, not counting the city of Boston, two thirds of all the remaining districts in the State were by this time supplied with this invaluable means of improvement. ⁽¹⁰⁾ And from January 1st, to December 1st, 1844, the sum of \$4,875 was drawn from the treasury for this purpose--which, (an equal sum having been raised by the district) represents three hundred and twenty-five libraries.

It was Mann's wish that a school library be established in every district in the State. On this point he says: "It gives me great pleasure to say that no legislative measure has been adopted for the improvement of our schools, which has obtained such universal approval, or been responded to by such heartfelt expressions of gratitude, as that for the establishment of a school library in every school district in the State. Since the adoption of this measure, I have read three sets of the annual reports of the school committees,--amounting to nine hundred in number--and from one town only has there been a dissenting voice,--a degree of unanimity pro-

bably unparalleled, in regard to any measure of any kind ever adopted in the State, which involved the necessity of self-taxation by the people." (11)

In summing up the proof of Mann's influence on the establishment of school libraries in Massachusetts thru the evidence of the Common School Journal, we find the same thing true of this evidence as we found to be true of the evidence in the Abstracts of the Massachusetts School Returns; that is, (1) that the idea of the common school library was generally, recommended by 1840-1841, and (2) that by 1845 the majority of the districts (excluding Boston) had established such libraries.

As a further source of evidence in showing this influence, a few letters, concerning school libraries, which were written either to Mann or by Mann are noted.

The following is the contents of a letter written to Horace Mann in November 1838 by C. M. Sedgwick of Lenox, Massachusetts. (12)

She said that she had received a letter from him more than a year ago on the subject of school books for a school library. In the letter she asked Mann if she could prepare a volume for school libraries which he might recommend. This is important in that it shows that Mann was actively interested in the school library as early as 1837.

In 1841, I find two papers on school libraries in Massachusetts written by the Editor of the Norfolk Massachusetts Democrat, who was publishing a series, entitled "Our Common Schools." In them he stresses the advantages of the library.

In the same year Mr. Barnard, the Secretary of the Connecticut Commissioners of Common Schools, and editor of the Connecticut Common School Journal says:--

"We have no hesitation in expressing our preference of the School Library published by Marsh, Capen, Lyon and Webb, under the sanction of the Massachusetts Board of Education. The works embraced are adapted to the reading of the American people, are printed with remarkable accuracy and in beautiful type, and bound in a strong and attractive manner. The Glossary, attached to each volume, enables every one to understand the technical terms, and biographical, historical, classical, and scientific allusions, which are constantly occurring in works not written expressly for the young, or the comparatively uneducated. The want of a glossary is a serious objection to all the (other) libraries now before the public."

Then in October, 1845, a Mr. Austin Ellery, committeeman from Hopkinton writes to Mann as follows:

"The young men are using great exertions to sustain the present system and to diffuse useful information through the community by means of a library and are,

at the present time, sustaining a weekly course of Library and Scientific Lectures free to all." (12)

As a final fact in regard to the success of the school library, attention is called to Mann's twelfth and last annual report to the Massachusetts Board of Education--(1848). In it he states that in an estimate of the Public Schools, of 297 towns, taken last April--the value of the apparatus was \$23,826. The number of volumes listed in the school libraries was 91,539 and their estimated value was \$42,707. If we compare this with Mann's report of 1839, which showed the number of volumes to be 10,000 and their value between \$3,200 and \$3,300, we see a volume increase of 81,539 and a value increase of approximately \$39,000. (13)

Thus, we see from the evidence offered that Mann's arguments in favor of the school library did bear fruit; that the people, at the close of his twelve years as Secretary to the Massachusetts State Board of Education, were educated to the point of being library minded; and finally that to the close of this same period, the reports of the various school committees show the school library definitely established as a part of the Massachusetts school system.

This evidence comes from four sources. First, the Abstracts of the Massachusetts School Returns. These Abstracts were based on the reports of the School committees which were required by law to be made annually

It was the duty of the Secretary to put the annual reports in the Abstract form. He then distributed them to each town, so that all might see what improvements had been made or what deficiencies existed. In the appendix to the volume entitled "Lectures and Reports on Education by Horace Mann," it is stated that these Abstracts had gone all over the world, and had been considered the most valuable educational documents ever printed.

The second source used was the Common School Journal. The first issue came out in 1831. The prospectus of the Journal declared that its chief objective was the improvement of the common schools and other means of education. In reality, Mann used this as a mouthpiece for spreading his ideas throughout the Commonwealth. He edited it for ten years; and on his retirement as Secretary, he passed its publication to the hands of William B. Fowle, who continued to edit it for a number of years.

Some idea of its popularity can be gained from a statement in volume four which says that over half the patronage of the Journal comes from States other than Massachusetts. The same volume states that there were hundreds and hundreds of applicants, representing every state in the Union, who sought copies of the Massachusetts State Reports, which were limited to the small number in the State edition.

Mann, therefore, found a ready market for his Common School Journal, which contained much of the Reports of the Board of Education.

The third source used was the Reports of the Board of Education. These are so well known that they hardly need explanation. The Act of the legislature of April 20, 1837 required that the Board of Education should make an annual detailed report to the legislature of all its doings--pointing out what observation and experience, and reflection might suggest, on the condition and efficiency of the system of popular education--and what could be done about improving and extending it. These reports were sent to every town. As mentioned in the above paragraph, the demand for those, by people outside the state, was so great that it greatly exceeded the number in the State edition.

The last source was letters written to Mann. These are self-explanatory.

Section IV

Section III showed Mann's influence on School Libraries in Massachusetts, while he was Secretary to the Massachusetts State Board of Education.

In this section it will be pointed out that the number of school libraries decreased in Massachusetts, following Mann's retirement. The reasons for this decrease will not be treated in detail, because such

treatment might lead too far from this thesis proposition. For the sake of completion, there should be pointed out the revival of the school library in Massachusetts. This revival beginning in 1910 can not be attributed to the influence of Horace Mann.

DECLINE OF THE SCHOOL LIBRARY

As was shown in section III, Mann succeeded remarkably well in establishing the school library. When he came to the Secretaryship in 1837 such a thing as a school library was generally unknown. When he left it in 1849 the school library was a definite part of the Massachusetts school system.

But the school library did not remain a part of the school system. It quickly gave way to the general public or town library. This can best be shown by pointing out that the applications for the establishment of school libraries, under the law of 1842, reached its maximum in 1845. And, in 1850
(2)
the law was repealed.

In 1851 a State law was passed authorizing the establishment and maintenance of public libraries by taxation. This acted as an impetus to the growth of the town libraries. These libraries became so popular that in short time they superseded the school library. In 1890 the legislature passed an Act establishing the Free Public Library Commission, which

in 1919, under the Acts of Consolidation, became the Division of Public Libraries.

The Library Commission, since its origin in 1890, has done much to place proper books in the hands of the school children. It has been so successful that ~~it~~ until 1910 the public schools felt little need for a school library.

About this time a feeling grew up among certain school officials that the public library could never meet the demands of the school. The result was that the high schools, which were now erected, made provisions for a school library.

Since 1910 there has been a gradual but definite trend in the favor of the return of the school library. However, we haven't as yet in this State any law for the purchase of books; such appropriations must be had from the town school appropriations. But, the return of the school library has not been due to any influence of Horace Mann. This return came in 1910 as the result of the feeling among certain school officials that the public library could not adequately serve as a school library. Most of the other states had been aware of this for years. Massachusetts by reviving the school library was merely falling in line. To state otherwise, would be an unjustifiable distortion of facts.

At the present time the larger high schools in the State are engaging trained librarians, but in the smaller schools a teacher librarian is in charge. There are in the State about forty-five full time librarians and over one hundred teacher-librarians who divide their time between teaching and the care of the school library. All the teachers colleges in the State have full time librarians; five of them have librarians with library school (14) training.

Thus we see that the revival of the school library in 1910 was in no wise due to the influence of Horace Mann. Mann made the people library-minded; he prepared the way for the Public school library; he had great influence on the children of his time; but it is difficult to connect him with the revival of 1910.

Therefore, to sum up this section we can point out three things. First, the school library which Mann so vigorously indorsed was superseded by the free town-library. Second, these town libraries served as school libraries. Third, since 1910 there is a trend in the State towards the reestablishment of the school library; the this revival is not due to the influence of Mann, except indirectly.

Section V

SUMMARY AND CONCLUSIONS

From this study of Horace Mann's influence on school libraries in Massachusetts the following points are important:

- I The idea of a library for the Common-schools originated in the State of New York. It was first recommended by Governor De Witt Clinton in 1827.
- II The first legislative enactment favoring Common-school libraries occurred in that State in 1835. This law authorized the various school districts to tax themselves for the purpose of establishing district school libraries.
- III When Mann became Secretary to the Massachusetts State Board of Education in 1837, the idea of a Common school library was practically unknown to the people of the State.
- IV Mann was interested in books for school libraries as early as 1837.
- V In this same year the Massachusetts legislature passed an Act which authorized the various school districts to tax themselves for the purpose of establishing Common-school libraries.
- VI Mann presents the need of school libraries in his first annual report of 1838.
- VII In this year 1838 Mann was disappointed in the response given the law of 1837 which authorized the taxing of school districts for the purpose of establishing school libraries.

VIII Mann attributed this lack of response to jealousy on the part of leaders in the different school districts. Each leader was trying to obtain books which would favor his own particular political party and religious denomination.

IX To obviate this difficulty, Mann proposed that the books be chosen by the Board of Education, which was composed of men of different political parties and religious affiliations. Before a book could be admitted to this proposed library, it would have to receive the approval of every member of the Board.

X The Board of Education followed out Mann's proposal by recommending the publication of two series of books; such books to be known as the Common School Library.

XI Mann in 1839 sent a questionnaire to all the towns and found out ~~that~~ there were only fifty school libraries in the State, which contained about ten thousand volumes with an approximate valuation of \$5,200 or \$3,300.

XII With this information, as a starting point, Mann began ^(a) popularize the idea of the Common School Library. This he accomplished mainly thru his Annual Reports, his lectures, and articles in the Common School Journals.

XIII In the course of popularizing the school libraries, Mann employed the following arguments:

- (1) The paucity of books in the schools.
- (2) The unsuitableness of the few books which composed the library to the mental capacity of the children.
- (3) A progressive society demands that the masses of people be educated.
- (4) Adults as well as children will profit from the school library.
- (5) Only the ignorant are satisfied with their own education.
- (6) Reading keeps boys out of mischief.
- (7) Romantic novels, "bubble literature" etc., weakens the power of the mind.

XIV Mann succeeded in popularizing the idea of the Common-school library. When he became Secretary to the Massachusetts State Board of Education in 1837, the idea of a Common-school library was practically unknown to the people of the State. When he resigned as Secretary in 1849, the school library had become a definite part of the school system. In 1849 the number of volumes in the State was 91,539, whereas the number in the survey of 1839 was 10,000. The value of the school library in 1849 was between \$3,200 or \$3,300; the value in 1839 was estimated at \$42,707. This we see, in the space of ten years, while Mann was Secretary an increase in the number of volumes of 81,539 and a value increase of approximately \$39,000.

XV The Common-school library declined in Massachusetts in the years following Mann's resignation as Secretary to the Board of Education in 1849.

XVI It was superseded by the public or town library. These libraries made special effort to supply books which would be att active to school children.

XVII In 1910, due to the fact that many school officials felt that the public library could never adequately serve the school, we find the new high schools being provided with school libraries.

XVIII However, this revival of the school library cannot be attributed to the influence of Horace Mann directly. Mann educated the people of the State to the point of being library-minded; he greatly influenced the children of his time by establishing Common-school libraries; and he unquestionably made easier for the people of the State, the adoption of the idea a public or town library, an institution which is today an indispensable part of our American educational system--but, to continue his influence to the revival of the school library in Massachusetts in 1910, is, in the writer's opinion, an unjustifiable attempt to place the influence where it does not belong.

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