

the larger cities have been compelled to establish them, independent of the State, and support them from public funds. If we wish to exert the right kind of influence, and engraft a vigorous system of education on our new Territory, we must raise up and educate our own teachers. I will not waste time combating arguments that may be raised against Normal Schools, but I will simply state some facts—with the reasons—why the State should support such Institutions and make ample provisions for their maintenance. The General Government has established Military Schools and Naval Academies for the training of young men for public service and public defense, and to take the command of our armies in time of danger. For the same reason—*public necessity*—the State should establish institutions for the qualification of *Teachers* for the far more important work of leading the children of our country in the path of virtue and intellectual greatness. How cheerfully the State will appropriate thousands of dollars for the quelling of a mob or insurrection. Why then should they refuse to appropriate a few thousands in educating men and women, who would be the means of guiding the spirits of mobbery and rebellion to order and subordination. The Teachers are to be paid out of the public funds. To whom shall it be paid? To men and women qualified to guide the important interests committed to their training to the best and noblest end?—or shall it be paid to “blind leaders of the blind;” ignoramuses, who care only for the money? I care not how you may surround such a teacher. You may put him in a palace as gorgeous as the position of Louis Napoleon, with every accompaniment that art and science can furnish, with the rules and maxims of the past, and his school will be a burlesque—a farce.

Ask yourselves the question—What is a Teacher? What makes him qualified for his duties? What work has he to perform? Who are dependent upon his influence through life? What interests are at stake? Is an immortal mind to be trained for taking his stand amid millions—on whom his influence will be undying? And who is to accomplish this glorious result of making him a fully developed man? Upon whom rests these immortal responsibilities? Look at other States, and see what they have done and are doing. Shall Kansas adopt that narrow, niggardly policy of intellectual starvation so commonly adopted