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A History  
of the  
Platteville Academy

1839-1866

*by Bjarne R. Ullsvik*

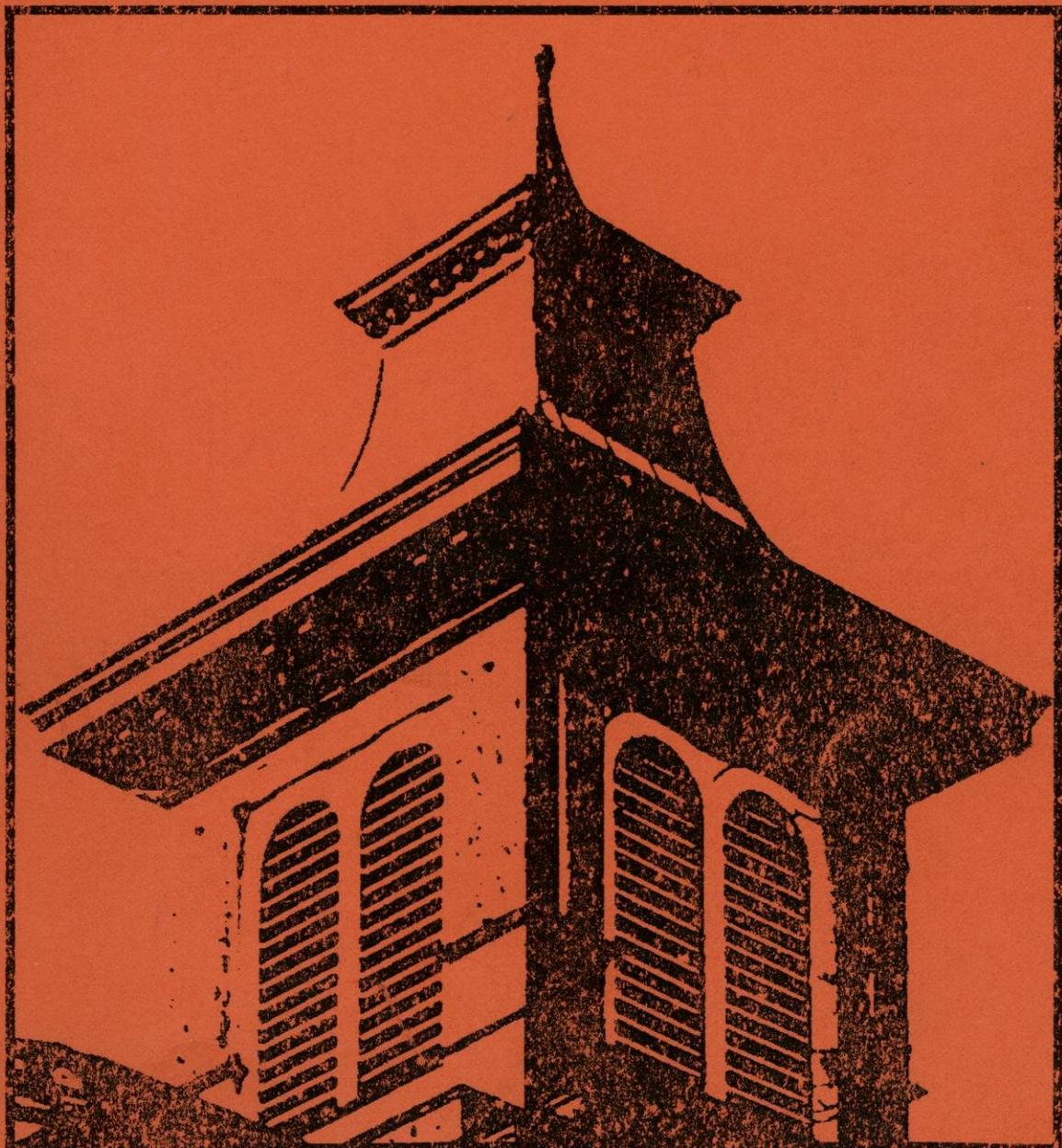




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of the

# PLATTEVILLE ACADEMY

1839-1866

by  
BJARNE R. ULLSVIK

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A History Of The Platteville Academy  
1839-1866

by  
Bjarne R. Ullsvik

Preface

Prior to James Alva Wilgus' untimely death in 1939, he had created an unpublished draft of a manuscript entitled, HISTORY OF THE PLATTEVILLE ACADEMY--1839 to 1853. His son, Dr. A. Curtis Wilgus of George Washington University, prepared the manuscript for publication, and it was published by the Wisconsin State Teachers College-Platteville in 1942.

During his forty-five years as a member of the faculty of the Platteville Normal School and the Wisconsin State Teachers College-Platteville, James Alva Wilgus achieved an enviable reputation as a scholar, historian, and educator. He was recognized as an authority on the history of the Platteville Academy.

Since more than 50 years had elapsed since the publication of Wilgus' history of the Platteville Academy, Bjarne R. Ullsvik, Chancellor Emeritus of the University of Wisconsin-Platteville, concluded that another description of the genesis of higher education at Platteville would be appropriate. Thus, the motivation for A HISTORY OF THE PLATTEVILLE ACADEMY: 1839-1866.

Although the Platteville Academy was not replaced by the Platteville Normal School until 1866, Wilgus chose 1853 as the date of termination for his history of the Platteville Academy. Ullsvik's HISTORY extends from the Platteville Academy's Charter, as authorized by Territorial Legislature in 1839, until 1866 when the Platteville Normal School occupied the campus of the Platteville Academy.

Another major difference in these two histories results from the experience and academic education of the two authors. James Alva Wilgus was an eminent historian and served as the Director of Secondary Education, while Bjarne R. Ullsvik served as a member of the departments of mathematics at both the high school and university levels and as the President and Chancellor of the Platteville campuses. The style and documentation as an historian is evident in Wilgus' HISTORY, while Ullsvik's HISTORY reveals an administrator's concern for organization, enrollments, faculty, and students.

Both HISTORIES document that Wisconsin Higher Education had its genesis at Platteville, and that the insignia of University of Wisconsin-Platteville as PIONEERS is most appropriate.

A History of the Platteville Academy, 1839-1866, was aided by Jerome Daniels, Director, Nancy Curtis, Administrative Assistant, Mary Freymiller, Wisconsin Room Curator, Karrmann Library; and Kenneth Lyght, Director of Publications, University of Wisconsin-Platteville.

A History of the Platteville Academy  
1839-1866

Although the Platteville Academy was a private enterprise, as contrasted to all succeeding state-financed Platteville campuses, the current quality and opportunities for higher education at Platteville cannot be appreciated without an understanding of the history and pioneering contributions of the Platteville Academy.

Charters for the Platteville Academy

The Platteville Academy was initially chartered by Bill #38 approved by the Wisconsin Territorial Assembly at Madison, Wis. and signed by Governor Henry Dodge (1788-1867) on March 1, 1839. This Act was introduced by John H. Rountree (1805-90), a prominent resident of Platteville, while he represented Grant County on the Legislative Council of the Territorial Assembly.

John Rountree took great pride in his introduction of the Act that created Wisconsin's first Academy, as he described in his Early Remembrances:

*An Act to incorporate the Platteville Academy was introduced by J. H. Rountree, then a member of the Legislative Council, and passed and approved by the Governor on March 1, 1839—the first Academy of Learning in what is now Wisconsin.*<sup>1</sup>

This Act provided that "there be established in the town of Platteville, in the county of Grant, a seminary of learning for the instruction of the young, of either sex, in science and literature in the name and style of the Platteville Academy".

The Wisconsin Territorial Assembly embodied a Legislative Council and a House of Representatives. The Legislative Council consisted of 13 members with 4 year terms, and the House of Representatives consisted of 26 members with 2 year terms.

The Act creating the Platteville Academy provided for eleven Trustees to govern the administration of the Academy, and the Academy's start-up costs and maintenance were to be financed from the sale of shares of stock. The original Trustees were: James Mitchell, Ebenezer M. Oren, John Bevans, James Boyce, Henry Wood, A. B. T. Lacey, Bennet Atwood, James R. Vineyard, Sylvester Gridley, David Kendall, and James Durley.<sup>2</sup>

After less than three years of tenure under the 1839 charter, the Trustees of the Academy recognized the need for the creation of a "new and more liberal" charter. In 1842 James R. Vineyard (1804-63), a resident of Platteville and who represented Grant County as a member of the Legislative Council, introduced Bill #6 in the Territorial Assembly which resulted in a second and revised Charter for the Platteville Academy. As given above, Vineyard was one of the 1839 Trustees of the Platteville Academy.

The 1842 Charter provided for nine trustees rather than eleven, and only John Bevans and David Kendall continued from the original eleven trustees. The Trustees of the Academy under the second Charter were David Kendall, Joseph J. Bayse, John Bevans,

James Durley, Henry Snowden, William Davidson, Charles Dunn, William J. Madden, and Benjamin Kilbourn.<sup>3</sup>

This second chartering Act was approved by the Wisconsin Territorial Assembly and signed into law by Governor James D. Doty (1799-1865) on January 21, 1842. The opening words of the 1842 Charter were similar to those in the 1839 Charter, namely, "That there be established in the town of Platteville, Grant County, a seminary of learning by the name and style of the Platteville Academy".

The major differences in the 1842 Charter as compared to the 1839 Charter were as follows:

1. *The cost of a share of stock increased from \$20 to \$40.*
2. *The terms of the officers of the Trustees were increased from one year to three years.*
3. *The annual income of the Corporation was changed from a maximum of \$5,000, which was to be used exclusively for purposes of education, to a stipulation that the real estate owned by the Corporation shall not exceed twenty thousand dollars.*
4. *A change from providing one vote for each ten shares of stock plus another vote for each additional five shares to permitting each Trustee to have a maximum of two votes.*
5. *From the restriction of no religious test for any Trustee to an extension of such restriction to include Trustees, Teachers, and any Officer of the Corporation.*

Both the first and second charters of the Platteville Academy contained provisions for precluding religious sectarianism in the operation of the Academy, but such provisions were not sufficiently effective. A rationale for the "turnover" of personnel among the Trustees between the first Charter (1839) and the second Charter of the Academy (1842) can be attributed to sectarianism as described in the autobiography of Josiah L. Pickard (1824-1914), a Principal of the Platteville Academy during 1846-60:

*The institution had a list of stockholders and Trustees from different Christian denominations. Unfortunately, division arose. For two or three years it was managed almost entirely by the Presbyterians and Congregationalists, but in due time it returned to its original purpose and was under the control of a Board of Trustees representing all of the Christian denominations of the place.*<sup>4</sup>

#### A Tragedy in the Legislative Assembly

Shortly after the second charter for the Academy became a legal document, James R. Vineyard, a Democrat and one of the original Trustees of the Academy, became involved in a violent argument with Charles C. P. Arndt, who represented Brown County on the Legislative Council. Arndt was a lawyer and a member of the Whig Party. The argument occurred on the floor of the Territorial Assembly on February 11, 1842, in Madison, Wis.

The argument resulted from Governor Doty's nomination of Enos S. Baker for the office of Sheriff of Grant County. Both Doty and Baker were members of the Whig party. In order to assume statutory responsibilities, statutes of the Territorial Assembly required favorable action by the Legislative Council upon the Governor's nominations of judicial officers, sheriffs, and militia officers. Thus, the Governor's nomination of Baker was only a recommendation to the Legislative Council, and a vote for confirmation by the Council was necessary. Unless such favorable action was secured, Baker could not assume the responsibilities for becoming the Sheriff of Grant County. <sup>5</sup>

In this instance, a majority of the Council rejected the Governor's recommendation of Baker. Vineyard voted with the majority of the Council, and Arndt voted with the minority. Arndt's voting was not unexpected, for he usually supported the nominations of the Governor, a fellow Whig. Arndt moved for reconsideration of the motion for the nomination of Baker, but the Council placed Arndt's motion "on the table".

Subsequently, 19 members of the House of Representatives submitted a petition to Governor Doty in behalf of Baker. Bolstered by such petition Governor Doty requested reconsideration by the Council for his recommendation of Baker. Arndt made the necessary motion to fulfill the request of the Governor, but Vineyard's motion to postpone action for approval was upheld by the Council.

A heated argument ensued between Arndt and Vineyard, and the presiding officer called for adjournment of the session. Following approval of adjournment, Arndt moved to Vineyard's desk and accused him of stating a falsehood concerning the character of Baker. As the confrontation became more intense, Arndt struck Vineyard in his face. Vineyard retaliated by drawing his pistol and fired a shot that killed Arndt. Charles Arndt fell at the feet of his father, Judge John P. Arndt, who was also a member of the Legislative Council. Vineyard immediately submitted himself to the Sheriff of Dane County for arrest. Vineyard was jailed in Madison and later transferred to the Mineral Point jail.

Vineyard submitted his resignation to the Council, but the Council chose not to accept it. By a vote of 10 to 1 the Council expelled Vineyard and declared "his seat vacant". The dissenting vote was cast by Moses M. Strong (1810-94), a Democrat and a Council member from Mineral Point representing Iowa County. Strong argued that, although he deplored the action of Vineyard, the Council had no power to reject his resignation.

In the following October, Vineyard was tried for manslaughter. Strong, who previously had served as a United States Attorney, was one of the two attorneys who defended Vineyard. The verdict of the jury resulted in Vineyard being acquitted on the basis of "self-defense". <sup>6</sup>

While under oath during the jury trial, John Rountree, who was a Whig and a Council member, provided the following testimony concerning the character of Vineyard:

*The deceased and Mr. Vineyard have always manifested friendship.—I noticed them during the morning session standing before the fire in friendly conversation. Each had an arm around the other's neck.—I have known Mr. Vineyard for fifteen or sixteen years.—He has lived for fourteen years within one-half mile of me. I have ever esteemed him as a kind and benevolent*

*man.—From my acquaintance with him, I should say that he did not bear any malice. He is excitable, but his passions soon subside and kind feelings quickly return.* <sup>7</sup>

Evidently, Vineyard's popularity among his constituents was not grossly affected, for in 1846 he was elected to serve as a delegate from Grant County to the first State Constitutional Convention held in Madison, and in 1849 he was elected to the Wisconsin State Legislature. In 1850 he followed the Gold Rush to California, where he served as an Indian Agent and was elected to the California Legislature for several terms. <sup>8</sup>

Vineyard's services as a member of the First Constitutional Convention and as a member of the Territorial Assembly were un auspicious. Contemporaries of both Vineyard and Arndt, H. A. Tenny and David Atwood, attributed the death of Arndt as the cause for Vineyard's lack of influence at the First Constitutional Convention; during his tenure as a member of the Territorial Assembly; and as a member of the Wisconsin State Legislature. Their rationale for Vineyard's ineffectiveness was described as follows:

*An act done in a moment of passion, not only horrified people of the Territory but was a source of keen remorse to himself. Under different and more favorable circumstances, he might have become one of the most prominent men in Wisconsin. His good qualities as a friend and citizen were generally and widely appreciated, but nothing could efface the memory of his great offense. It still lingers in the minds of all pioneer settlers.* <sup>9</sup>

#### Creation of a Constitution for the State of Wisconsin

The State of Wisconsin Blue Book, 1991-92 provided the following description of procedures which resulted in the creation of a Constitution for the State of Wisconsin:

*On August 6, 1846, the Congress of the United States authorized the people in what was then called the Territory of Wisconsin "to form a constitution and State Government, for the purpose of being admitted into the Union". Based upon this "enabling act", the people of the territory called a Constitutional Convention in Madison to draft a fundamental law for governing the state. The first proposal for a constitution was submitted to the people on April 6, 1847, but the voters rejected it because of several controversial provisions. Only 14,119 votes were cast for the proposed constitution, while 20,231 were opposed.*

*On March 13, 1848, a second convention submitted its draft, which was ratified by a vote of 16,799 to 6,384. The constitution then adopted has remained the Wisconsin Constitution to this day. However, in the intervening years the electorate has voted 126 out of 169 times to change or repeal a total of 111 sections of the constitution.*

Although Vineyard was elected to serve as a delegate from Grant County at the first Constitutional Convention, he was not elected to represent Grant County as a member of the second Constitutional Convention. He was replaced by John H. Rountree. Thus, John Rountree, rather than Vineyard, became one of the original signers of the approved Wisconsin Constitution.

John H. Rountree (1805-90): Founder of the Platteville Academy

Although the on-going operation and viability of the Academy were largely based upon the dedication and administrative ability of the Principals of the Academy, John Rountree deserves recognition as being the Founder of the Platteville Academy. In addition to being the initiator of the 1839 Territorial Legislative Act which authorized the creation of the Academy, he served as the Secretary and Vice-President of the Trustees during the crucial and early years of the Academy.

John Rountree arrived in Platteville in 1827. At the age of 21, he was elected Sheriff of Montgomery County, Illinois and was appointed by the Governor of Illinois, Ninian Edwards, to serve as a Major in the Montgomery County Battalion. As a result of this appointment, John Rountree was known as, "Major", throughout his career in the Platteville area. In 1832 he was elected by enlisted volunteers to serve as their Captain in the Black Hawk War. He platted the town of Platteville in 1835, and he can be considered as the first permanent resident of Platteville. Throughout his long career as a resident of Platteville, his capacities for acquiring respect were repeatedly illustrated by being selected and elected to assume local and state-wide responsibilities of leadership in the military, business, and governmental affairs.

Rountree became a prosperous owner of mines and real estate in the Platteville area. Initially he transported his lead ore to Galena for smelting "usually making two trips a week" by ox team. Because he wanted to obviate this slow and arduous trip between Platteville to Galena, he is credited with constructing the first ore smelter in the Platteville area. Associated with his responsibilities for transportation of ore from Platteville to Galena, Rountree became Platteville's first Postmaster. In his Early Remembrances, he described this early venture in delivering mail as:

*I would make up the mail consisting of one to four different small packages once a week or once in two weeks and hand the same to one of my ox teamsters who would put the same in his packet and take it to Galena and deliver to the Postmaster at that place and the Postmaster there would hand to him all of the letters and paper packages addressed to Platteville Post Office.—That same mode of carrying the mail was continued until the close of the Black Hawk War in 1832.<sup>10</sup>*

In spite of being in the center of the lead mine area, Platteville residents experienced difficulty in securing satisfactory modes for travel or transportation of commodities. In its April 20, 1855, edition, the Independent American described Platteville's facilities for travel under the title, Our Facilities for Travel:

*Platteville is not, and we do not know as is likely to be, very speedily on the line of any real or imaginary railroad. Yet, few interim towns are better supplied for locomotion. With Galena as the terminus of the Illinois Central RR, we now have communication four times daily. Hutchinson and Co. are now running a daily line for convenience of passengers and express goods to Galena—Stiles and Elliot are running a tri-weekly express line to Galena—The Wisconsin Stage Co., besides their regular line from Galena to Madison, which arrives here from Galena in the morning about 6 o'clock and from Madison in the evening, have put in a daily line from Galena to Mineral Point, which passes through here about noon.*

*Between here and Muscoda, J. Durley has lately commenced running semi-weekly leaving Platteville on Tuesdays and Fridays and returning the following days. By this conveyance passengers can reach points North of Platteville in this county and Richland with comfort and expedition and the increased service in this route will be of great advantage to the towns north of this. With Lancaster and Prairie du Chien on Hards Express Stage Lines, we have tri-weekly communication, and to Potosi the mail and passengers are carried from here twice a week.*

The Dictionary Of Wisconsin Biography, 1960, State Historical Society, provided an appropriate description of John H. Rountree:

*John Rountree had an illustrious career as a military officer, as well as in the fields of jurisprudence, mining, government, business, and education. He served as a Major-General of the Militia of the Second District of Wisconsin; as the Chief Justice of the County Court of Iowa County; as the Judge of the Probate Court of Grant County; as a member of the Masonic Order for more than 60 years and was a recipient of its highest award; as a charter member of the Board of Regents of the University of Wisconsin; as a charter member of the Northwestern Mutual Life Insurance Co; and he has the longest legislative tenure of any citizen, who was a member of both the Territorial Assembly and the Wisconsin State Legislature.*

Rountree's service as a legislator in both the Territorial Assembly and the Wisconsin State Legislature was characterized by his primary concern for the education of our youth. In addition to his introduction of the first Act creating the Platteville Academy on March 1, 1839, he introduced legislation which led to the organization of public schools supported by taxation.

Two of Rountree's contemporaries, H. A. Tenny and David Atwood, provided the following description of John Rountree's role as a public servant for Platteville and Wisconsin.

*General Rountree may well be regarded and venerated as a land-mark between the past and the present, who has lived over the whole term of our local history, and, by his personal connection, largely assisted in making it.*<sup>11</sup>

Because of John Rountree's many achievements and frequent election to positions of leadership for more than 60 years, he exerted much influence upon the religious, educational, social, and political life of the Platteville area. If a caucus had been held in Southwestern Wisconsin during Rountree's life-time in Platteville, most likely he would have been chosen as its number one citizen. In retrospect, he must be considered as the number one citizen in the early history of Platteville and Southwestern Wisconsin.

#### The First Principal of the Platteville Academy: Alvin M. Dixon

In 1838, Alvin M. Dixon, a Presbyterian Minister, arrived in Platteville, and with the assistance of his wife he organized a private school. In 1831 Dixon was a member of the first freshmen class of Illinois College, Jacksonville. The Illinois College Alumni files listed Dixon as having received an A.B. degree in 1836; an A.M. degree on August 14, 1839; and in 1842 his "Present Address" was given as, Platteville Academy.<sup>12</sup> At that time Illinois

College followed the practice of Yale and some other colleges in awarding a Master's degree upon satisfactory delivery of an oration on the campus not earlier than three years following graduation.

Since the first two Master's degrees awarded by Illinois College were extended to Dixon and a graduate named, Stewart, both from Bond County in Illinois, it is very possible that Dixon received the first Master's degree awarded by Illinois College, since alphabetically "D" precedes "S". While enrolled in the Preparatory Curriculum of Illinois College in mid-August, 1831, Dixon delivered an address at the school closing entitled, "The Mind Never Satisfied With Present Attainments".<sup>13</sup>

If Dixon traveled to Jacksonville, Illinois from Platteville, he would have traveled by horseback; by stage; or down the Mississippi River to Alton, Ill. If he had gone by the river route, he would have stopped at Naples or Meredosia, and then traveled 22 miles by railroad from the Illinois River to Jacksonville. In 1839 this stretch served as the only railroad in Illinois, and it had been operating only a few months by August, 1839.<sup>14</sup>

Dixon reopened his private school for 1839-40, and apparently he appropriated the title, The Platteville Academy, as the name for his school. Evidently, the school that Dixon and his wife conducted in 1838-39 was known as a Select School and not recognized as an Academy, but on August 26, 1839, Dixon announced that, "The next session of the Platteville Academy will commence under the direction of Mr. and Mrs. Dixon on the 16th of September next--"<sup>15</sup>

Dixon's use of the term, "next session", could be interpreted as inferring that his 1838-39 school was an "Academy", but the Legislative Assembly Act creating the Platteville Academy was not approved until March 1, 1839. Yet, there is no doubt that as a result of the Trustees' negotiations for creating the administration of the Platteville Academy, Dixon was selected as the first Principal of the Platteville Academy.

The Platteville Presbyterian Church can trace its origin to a meeting of a "few Christian Brethren" on August 17, 1839, at the Methodist Episcopal Church, Platteville, and Alvin M. Dixon was one of the 9 Charter Members.<sup>16</sup> Subsequently, Dixon was elected to serve as a Delegate to a Milwaukee Convention, and he affixed the title, Moderator, to his signature, A. M. Dixon, in writing the Presbyterian Church Minutes of June 6, 1841.

A catalog describing the first year of the Platteville Academy was soon issued, and it listed the enrollment for the first year of the Platteville Academy as consisting of about 150 students, "70 males and 80 females".<sup>17</sup> Dixon described the curricula of the Platteville Academy as:

*— The academical course embraces all the branches commonly taught in Academies to prepare youth for college, for teaching, and for filling important stations in life.*<sup>18</sup>

In 1846 Josiah L. Pickard became the fourth Principal of the Platteville Academy, and he served in this capacity until 1860. In his autobiography, Pickard provided the following description of sectarian problems the Trustees encountered during the early years of the Platteville Academy:

*Because of currents and cross currents in education and religion, the Platteville Academy did not become organized as was intended by the 1839 Charter, but the desire for an "academy" with such a mission still lived. Subsequently, such desire motivated the creation of a new and more liberal Charter which resulted in a most successful and even a distinguished educational institution.*<sup>19</sup>

As recorded in the Register of Deeds Office in Lancaster, Wis., on November 16, 1840, John Rountree and his wife donated land to the Presbyterian Congregation for the purpose of erecting a new Presbyterian Church, but they included a proviso that the conveyance "was made more especially for the benefit of the Platteville Academy". Abiding with the bequest and request of the Rountrees, in 1842 the Platteville Presbyterian Congregation constructed a new church at the corner of Bonson and Cedar Streets.

Consistent with the bequest stipulation of the Rountrees, the Presbyterians decided to conduct their religious services on the first floor, and the upper floor would be reserved for use by the Platteville Academy. As a result, on March 19, 1842, the Trustees of the Church gave a perpetual lease to the Trustees of the Academy so the Church facilities could be used for the purposes of Academy. Such assurance and arrangements provided the Presbyterians with facilities for worship, and the Academy was assured of a continuity of accommodations for classroom teaching and for the administration of the Academy.<sup>20</sup>

Although the Rountrees were Methodists, the Grant County records of Grantors and Grantees document that in 1848 John Rountree and his wife donated a plot of land to the Presbyterian Church for use as a "burying ground".<sup>21</sup>

Under the date of August 9, 1842, and as a "new institution" with a "new and more liberal" charter, the Trustees announced the opening of the first session of the Platteville Academy.<sup>22</sup>

Evidently, Dixon wanted to continue his evangelistic endeavors, but the responsibilities for serving in the dual capacity as Principal of the Academy and as an Evangelist must not have provided him with the achievement and satisfaction he desired. After serving less than four years as Principal of the Academy, he decided to devote full time to missionary evangelism.

Such a decision may have been prompted by an obligation Dixon had assumed by accepting a scholarship while attending Jacksonville College. Dixon had been extended a scholarship upon condition that he would enter the Presbyterian Ministry upon graduation, and obviously he had not adhered to this requirement by serving as the Principal of the Select School and later as Principal of the Platteville Academy. On January 20, 1843, in a letter addressed to the American Home Missionary Society, Dixon wrote:

*I have become so much interested in the doings of the Home Mission Society, that I have decided to leave the Academy and labor to promote it and the interest which it is promoting."* <sup>23</sup>

Throughout Dixon's tenure in Platteville and southwestern Wisconsin, he was recognized as a minister in the Presbyterian or Congregational faith. His intimate identification with the Presbyterian Church may have contributed to some of the religious cross-currents that existed among the Trustees of the Academy. Dixon died in 1887 after having served as a minister of Wisconsin churches at Bloomington, Blake's Prairie, Glen Haven, Patch Grove, and Trempealeau. <sup>24</sup>

The 1840 Minutes of the Platteville Presbyterian Church described some turbulent Sessions consisting of Trials and Excommunications of members. Such controversies may have contributed to a change in the organization and the name of the Church, for in 1849 the Platteville Presbyterian Church became the Platteville Congregational Church. Such religious controversy was not new to Dixon, for in 1832 dissension arose in the Jacksonville Presbyterian Church which resulted in the formation of the Jacksonville Congregational Church by those members who favored Congregationalism. <sup>25</sup>

#### The Second and Third Principals of the Platteville Academy: D. R. Carrier and G. F. Magoun

The second and third Principals of the Academy, D. R. Carrier and G. F. Magoun, had even shorter tenures than that of Dixon. In 1843 D. R. Carrier, A.M., was chosen by the Trustees to replace Dixon as Principal. Apparently, no information is available as to where Carrier received his A.M. degree nor of his previous residence. After a two year tenure as Principal of the Academy, Carrier chose to accept an appointment to serve as the Principal of a competing school in Platteville, the Wisconsin Collegiate Institute. Apparently, the Wisconsin Collegiate Institute did not survive beyond 1847, and Carrier disappeared from Platteville in January, 1845. <sup>26</sup>

The third Principal, G. F. Magoun, opened the 1845-46 school year of the Platteville Academy on November 5, 1845. Magoun graduated from Bowdoin College, Maine, and he had studied Theology at Andover and Yale seminaries. Prior to his appointment as Principal, he had given lectures in Platteville on the importance and need for the creation of Normal Schools in order to provide for the improvement of the education, as was then being maintained by the Common or District public schools. <sup>27</sup>

On July 27, 1846, the Trustees of the Academy announced Magoun's temporary absence, but it became permanent. Magoun was particularly interested in having the curricula of the Academy include an emphasis on the preparation of teachers for the public schools. During his one year of tenure as Principal, he organized Teachers Institutes, and he continued to emphasize the need for the creation of a system of Normal Schools as being the best hope for improvement in the level of education in the public schools. Magoun subsequently served as the President of Grinnel College from 1867 to 1884.

Having three Principals during the first seven years of the Platteville Academy must have created some doubt as to the viability of the Platteville Academy. Would it suffer the same fate as that of another Platteville institution of higher education, the Wisconsin Collegiate Institute?

The Fourth Principal of the Platteville Academy: Josiah L. Pickard

The 1846 Trustees' appointment of Josiah L. Pickard (1824-1914) as the fourth Principal of the Academy was a most fortunate decision. In addition to creating credibility for the Platteville Academy, Pickard was primarily responsible for the subsequent enrollment increases and for the enviable academic reputation the Academy achieved. In Pickard's autobiography he stated that he began his Principalship on November 23, 1846, with an enrollment of five students.<sup>28</sup>

The May 1, 1847, Minutes of the Platteville Presbyterian Church, provided the entry--"Mr. and Mrs. J. L. Pickard, from Elizabeth, Ill.--request admission--request granted and admitted as members".<sup>29</sup>

As evidence of Pickard's identification and involvement with the Platteville Presbyterian Church, its Minutes provide documentation that he was elected to serve as an Elder and as a Trustee. At the 1849 Quarterly Meeting of the Presbyterian Church, a Committee composed of Pickard and two other members were appointed to:

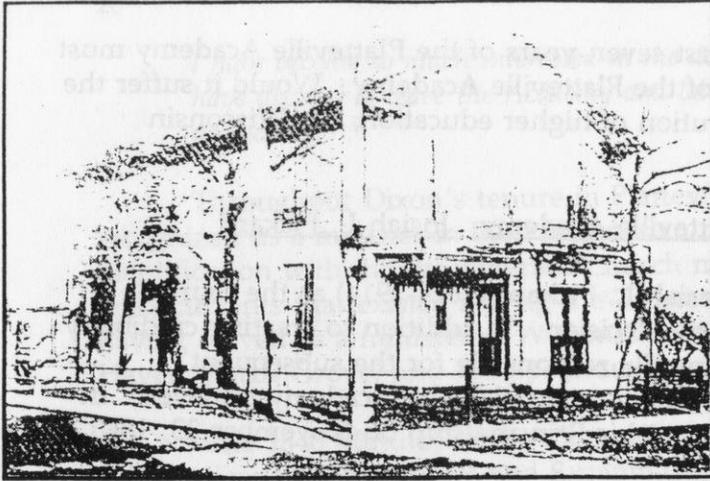
*--memorialize the next Assembly asking that Body to propose an Act authorizing this Church to change from a Presbyterian to a Congregational Church and vesting in the Trustees of the Congregation all of the rights of property now existing in the Presbyterian Church provided the Congregational Church should assume and discharge all of the liabilities and further that the said Act shall require its submission for approval of the Church and if duly approved by them the cause to become Law.*<sup>30</sup>

*The Committee's success in promoting a change in the Church's name and its form of governance was reported in the July 7, 1849 Minutes of the Platteville Presbyterian Church:*

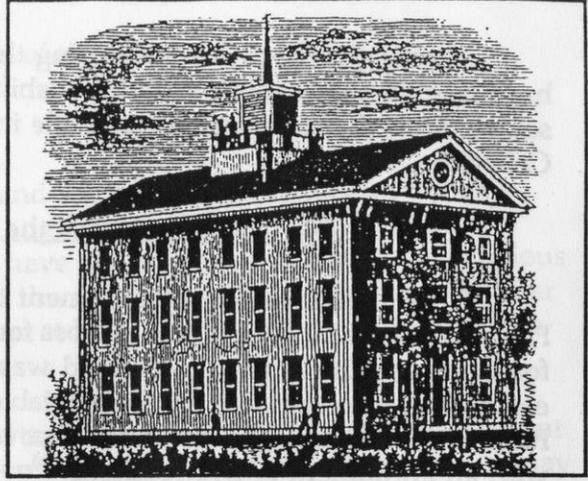
*The Church--voted unanimously to change the name and form of government from that of Presbyterian to Congregational, the members rising and standing until they were counted in favor of the change.*<sup>31</sup>

From an initial enrollment of 5 students when Pickard began his Principalship in 1846, the 1846-47 Catalog documented that the enrollment at the Academy had increased to 109 with the enrollment distributed as follows:<sup>32</sup>

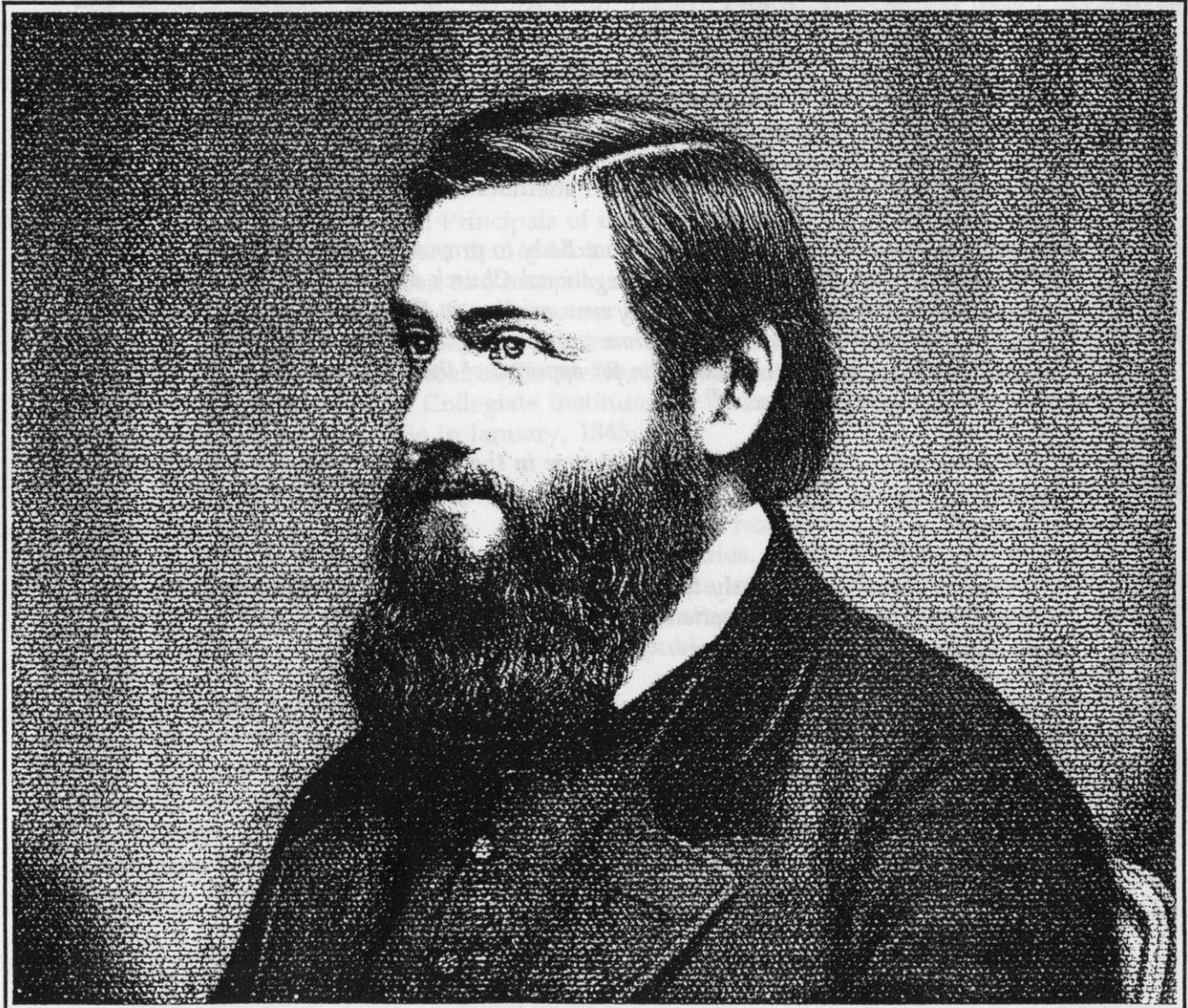
Classical and Higher English Department . . . . .	23
English Department . . . . .	42
Primary Department . . . . .	<u>44</u>
Total . . . . .	109



Platteville Academy 1842-1853



Platteville Academy 1853-1866



Josiah L. Pickard, A.M., Platteville Academy Principal 1846-1859

During 1846-47 Pickard had two assistants--a Preceptress and an Instructor in Instrumental Music. Although the 1846-47 Platteville Academy Catalog did not provide a description of the students in the Primary Department, undoubtedly these Primary students were considerably younger than those students enrolled in the other two departments. Evidently, Pickard had available space to accommodate these younger students, and their enrollment was consistent with his desire to improve the education offered in the local public schools. Doubtlessly, he was motivated by a desire to provide a "role model" for the kind of education he advocated for the local public schools.

The style of expression and substance of Pickard's statement in the 1846-47 Catalog of the Academy described his concept of the mission of the Platteville Academy:

To Friends Of Education in Western Wisconsin

A literary institution, well established, provided with suitable building, Apparatus, Library and a full board of instructions, will stand from generation to generation, to bless the youth who shall successively resort to the active duties of life. It calls then for the wise and generous aid of the lovers of sound learning and public weal. The prominent objects contemplated in the plan of the institution are the following:

*1st To fit young men for college*

*2nd To impart thorough English education, especially to young men preparing for a business life*

*3rd To educate and train teachers of District Schools--both male and female*

*The government of the Instructors will be kind and firm.*

*Steady discipline will be maintained.*

*The moral training of the young will be sedulously attended to.*

*Nothing of the nature of sectarianism will be admitted in the courses of Instruction and Government; yet, it is hoped, the Instruction will not be found unfaithful to the elevated morality and the common Christianity, which all denominations cherish.*

*The physical, intellectual and moral habits of the students will be strictly attended to.*

*The Facilities offered at this Institution are not surpassed by any other Institution of similar character in the West.*

Since the above objectives of the Platteville Academy were obviously directed to students above the Primary level, the 1846-47 statement of curricular objectives of the Academy were directed toward a form of "higher education". Pickard divided the enrollment of the non-primary students into two curricular departments--Classical and English.

The 1846-47 Academy Catalog indicated that the vast majority of students were residents of Wisconsin, but the Academy attracted some "abroad" students. The home residences of these "abroad" students were given as Dubuque, Iowa; Bristol, Ohio; Glendale, Iowa; Ottawa, Ill.; Juliet (sic Joliet), Ill.; and Vincennes, Ind.

The Catalog enrollment during Pickard's second year, 1847-48, reached a total of 155 students with 44 in the Classical Department and 62 in the English Department. This total enrollment also included 49 students listed as "Primary". The faculty consisted of Pickard and four other teachers.<sup>33</sup>

In Pickard's autobiography, he expressed dismay at the age of students who were applying for enrollment. Since he considered the curricula of the Academy as a form of "higher education", he expected students enrolling in the Classical or English Departments to be graduates of the district or common schools. He expressed his dismay, as follows:

*Applications for admission to the Academy were made in behalf of students of tender age. It was apparent to me, if these applications were granted, that my plans for a school of higher grade would fail. At once I set myself to the task of improving the public schools as a feeder for the Academy, and at the same time devoted myself to the education of teachers.*<sup>34</sup>

The Platteville Academy Catalog for 1848-49 did not list any students as being "Primary", although this category of students was included in the two previous Catalogs, 1846-47 and 1847-48. Evidently, the 155 students enrolled for 1847-48 taxed the capacity of the upper floor facilities of the Presbyterian Church, for in 1848-49 Pickard chose to relieve the over-crowded conditions by eliminating the Primary Department.

The total enrollment of 87 students for Pickard's third year as Principal, as given in the 1848-49 catalog, did not include any "Primary" students. Yet, the total enrollment did include an entry of 10 students in a "Teachers Class". The enrollment of the students in the "Teachers Class" was "twice counted", for such students were also enrolled in one of the two departments--the English Department or in the Classical and Higher English Department.

Evidently, the elimination of the "Primary" students resulted in providing facilities to fulfill Pickard's desire to organize a "Teachers Class", which consisted of those students who were being prepared to become teachers in the district or public schools. Because of the elimination of the Primary Department, Pickard reduced the size of faculty. The 1848-49 faculty consisted of Pickard and two other teachers--a reduction of two teachers from the 1847-48 staff.

Pickard's concern for creating a "Teachers Class" for purpose of improving the level of education in the local schools was expressed in the 1846-47 catalog--his first year as Principal:

*A class of young gentleman and ladies, who contemplate teaching will be formed and instruction given with special reference to the business they design pursuing: provided a sufficient number apply to justify it.*

Yet, the fulfillment of Pickard's objective to organize a class of students with a curriculum specifically designed for Teacher Education was delayed until his third year as Principal. The Catalog enrollment for the winter of 1848-49 indicated a fulfillment of his objective: <sup>35</sup>

Teachers Class . . . . .	10
Classical and Higher English Dept	
Gentlemen . . . . .	21
Ladies . . . . .	<u>10</u>
Sub-Total . . . . .	31
English Department	
Gentlemen . . . . .	33
Ladies . . . . .	<u>23</u>
Sub-Total . . . . .	<u>56</u>
TOTAL . . . . .	87

Pickard's organization of a "Teachers Class" during 1848-49 can be considered as the origin of Teacher Education at Platteville.

*The outstanding feature of Pickard's third year was that he found the real beginning of higher work in education, which was so near and dear to his heart, was the training of teachers for the schools round about. He was able to organize a "Normal Class" in the winter of 1848-49 numbering 10 persons--5 gentlemen and 5 ladies. Subsequently, the "Normal Class" became a prominent offering of the Academy.* <sup>36</sup>

As given in the 1853-54 Academy Catalog, the following forthright statement described Pickard's concern for church attendance by students:

*All students will be required to attend public worship on the Sabbath, at such places as they or their parents for them may select.*

Pickard's autobiography indicated he would not condone any religious intolerance or sectarianism. Yet, he strongly believed that the churches and schools should mutually strive for elevation of the low level of education that characterized the teaching in the district or public schools. He adhered to the concept that churches should strive for the improvement of the education of the young, and schools should aid and support churches in promotion of their common moral objectives.

### Town Superintendency

Soon after Wisconsin became a State in 1848, the first Wisconsin State Legislature passed an Act creating the office of Town Superintendency, whose responsibilities were to supervise the education provided by the public schools within the town. Such provision was of great interest to Pickard.

As a result, Pickard campaigned for that office, and in 1849 he was elected as the first Town Superintendent for the Town of Platteville. He held that office for only one year. Later he stated, "Election to that office was accepted that I might learn the needs of

the nine public schools in the state, not the success of the teachers, and so to be better prepared to guide the pupils in the Normal Class".<sup>37</sup>

Pickard's election as the Town Superintendent provided him with the opportunity to exercise personal leadership for the improvement of the level of education in the public schools. In addition, his prestige as the Principal of the Platteville Academy provided an effective impetus for securing support and recognition of the importance and the need for public support of education at all levels.

### A New Building For The Academy

Because of enrollment increases at the Platteville Academy, and because of the vision of Pickard in developing a comprehensive curricula, which included teacher education, additional instructional facilities were necessary.

As early as 1852-53, the Trustees organized meetings for the purpose of raising funds to finance the construction of a new building for the Platteville Academy. Because these meetings were sufficiently successful, the Trustees authorized procedures for preparation of designs and plans for a new construction. Although the necessary funding for the new structure was not achieved at this first campaign for funds, sufficient progress had been accomplished for the Trustees to schedule a corner-stone laying ceremony.

This corner-stone laying ceremony was held on July 4, 1852, with John H. Rountree being designated as the "President for the Day". Doubtlessly, such honor served as a gesture of appreciation for Rountree's leadership in motivating the enactment of legislation in the 1839 Territorial Assembly which resulted in a Charter for the Academy, and also for his sponsorship of legislative action to provide tax support for the public schools.

By the spring of 1853, sufficient funds had been collected, so bids were advertised for the construction of the interior of the new building. Instructional facilities were sufficiently installed, so the Trustees could announce that the Academy's fall session would begin on October 3, 1853, with J. L. Pickard as the Principal.

The Academy's 1853-54 Catalog enrollment in the newly constructed building consisted of 201 students--52 enrolled in the Classical Department and 149 in the English Department.<sup>38</sup>

### Student Resolutions

On October 4, 1853, the Academy students adopted the following resolutions concerning their school behavior:<sup>39</sup>

1. *I will be neat in my person, my dress and my desk.*
2. *I will not neglect the scraper and the mat.*
3. *I will keep "a place for everything and everything in its place."*

4. *I will be punctual in my attendance upon all exercises of the school.*
5. *I will remember study hours.*
6. *I will save my teachers all unnecessary trouble.*
7. *I will conquer or at least I will try.*
8. *I will be governed by principle and by feeling.*
9. *I will respect the rights of others and will strive to treat them as I would wish to be treated by them.*
10. *I will act in view of the fact, that I am not placed here for idleness, but to prepare to perform the duties of life.*

#### Annual Catalogs and Peak Enrollment

Although the Platteville Academy existed for 27 years, from 1839 to 1866, only a few "annual" catalogs of the Academy are now available. Such catalogs have been filed in the Wisconsin Room of the Univ. of Wis.-Platteville Library. With the obvious primitive provisions available for publication of Academy Catalogs, and because of the brief tenure of each of the Academy's first three Principals, annual Academy Catalogs may not have been published prior to the tenure of Pickard.

The earliest of the few annual Academy Catalogs, that are now available, was published by Pickard in 1846-47-his first year as Principal. The next earliest available Academy catalog contained data for the two years, 1847-48 and 1848-49, but no reference was provided in the title as being the "second" Catalog. If any Academy Catalogs were published to describe the years, 1849-50 through 1852-53, none of them are currently available.

Since the 1853-54 catalog was titled as being the "8th", Pickard must have considered the catalog of his first year as Principal, 1846-47, as being the "first". Annual Academy Catalogs for the years 1854-55 through 1857-59 are available, and each was correctly labeled as the 9th, 10th, 11th and 12th. The 12th "Annual Catalog" contained data for two years, 1857-58 and 1858-59.

The Annual Academy catalogs for the years, 1859-60, 1860-61, and 1861-62 are now available, and each was correctly entitled as the 13th, 14th, and 15th, respectively. The 1860-61 and 1861-62 catalogs were created during the tenure of George Guernsey, the last principal of the Academy. If any catalogs for the final 4 years of the Academy, 1862-66, were published, they are not now available.

From the available catalogs, the Platteville Academy reached its peak enrollment of 310 in 1857-58. This peak enrollment was distributed as follows: <sup>40</sup>

Classical Department . . . . .	56
English Department . . . . .	267
Normal . . . . .	<u>48</u>
Sub-total . . . . .	371
Counted Twice . . . . .	<u>61</u>
TOTAL . . . . .	310

The 1857-58 Academy Catalog categorized the 48 "Normal" students separately. Since these "Normal" students were enrolled in either the Classical or English Departments, apparently they were among those 61 students who were "counted twice". Such dual enrollment was consistent with Pickard's objective for providing an academic emphasis for the preparation of teachers.

As expected, the vast majority of students enrolled for 1857-58 were residents of Wisconsin, but the Academy attracted an unusually large number of students from "abroad". The 1857-58 catalog provided the following residences of these "abroad" students:

*Bethel, Ill.; Dover, Ark.; Apple River, Ill.; Winona, Minn.; Dunleith, Ill.; McGregor, Iowa; Omaha, Neb.; Dakota City, Neb.; Mason, N. H.; Warren, Ohio; Auburn, Iowa; Homer, N. Y.; Hopkinton, Iowa; Massena, N. Y.; Olympus, Iowa; Lockport, N. Y.; Whitehall, Ill., and Vellore, India.*

As given in the 1857-58 Catalog and during the year of peak enrollment, the faculty consisted of Pickard and eight other teachers. The list of faculty also included "three assistant pupils". Evidently, Pickard used some members of the "Teachers Class" to alleviate the teaching burden caused by the increase in enrollment. Undoubtedly, the "assistant pupils" were selected from the more dedicated and advanced students in the "Teachers Class".

The faculty listed in the 1859-60 Academy Catalog consisted of Pickard and five other teachers, and "ten assistants from the Normal Department". Thus, Pickard was providing a form of "student teaching" for those students who had expressed an intent to become teachers.

Subsequently, the Academy suffered a decline in enrollment of "abroad" students--especially, Southern students. Such a decrease in enrollment was largely caused by "the passage of personal liberty laws in Wisconsin and in the Harpers' Ferry incident in Virginia".<sup>41</sup>

In the August 26, 1853, edition of the Independent American, Pickard prefaced an enrollment report by stating that, "While arranging a list of my scholars for the past seven years, curiosity led me to make a brief abstract which may not be entirely cleared of interest to some of your readers":

*477 young people had attended the school--76 in the Classical Department and 401 in the English Department*

*321 were at the time of attendance residents of Platteville, and 156 of other places Platteville still contains 179 of the No.*

*California claims as her own 63.*

*Other places in our state and other states enroll among their citizens 224.*

*As in the more advanced walks of life, Death has been busy and the grave now holds all that remains of the bodies of 11.*

*40 having entered another school, will we trust, soon make good the places they have left.*

*78 have been so engaged, a longer or shorter time, in Teaching.*

Since Pickard began his tenure as Principal in 1846, the above "seven year" enrollment data did not include the enrollment of students during the tenures of the first three Principals, Dixon, Carrier, and Magoun. Because only a few of the Academy Catalogs are now available, the above statistics cannot be documented. Yet, because of Pickard's recognized integrity and concern for accurate recording of data, these data are undoubtedly valid.

#### Course of Study (1856-57)

The 1856-57 Annual Academy Catalog described the Normal Department, or the "Teachers Class", as a three year program, but subsequently the Normal Department was reduced to a program of two years. The curricular contents of the two major departments, English and Classical, were described by titles of textbooks allocated to the Junior Class, Middle Class, and Senior Class.

In general, the levels of mathematics in the textbooks increased from the Junior Class to the Senior Class, beginning with Arithmetic and proceeded through Algebra, Trigonometry, Surveying, Astronomy, and even Mechanics and Calculus. The latter two subjects were placed in the category of "Extra Studies".

Additional subjects, as given in the titles of the textbooks, included History, both Ancient and Modern; the sciences, Geography, Botany, Anatomy, Physiology, Physics, Chemistry, and Geology; and the study of languages, grammar, Prose and Poetry, Latin, Greek, French, and German. Other subjects were offered including "Evidences of Christianity" and the "Acts of the Apostles".

From the vantage point of more than a century later, a currently acceptable comprehension of this vast array of subjects would be most improbable. Equally obvious, the faculty, consisting of a Principal and five instructors, could not have possessed the academic understandings that should be currently considered as necessary for meaningful teaching of such curricula. Yet, however one chooses to ridicule the attempt for a faculty of six to teach the above "courses of study", the Platteville Academy provided the best source, and in most instances the only source of "higher education" available for area students with professional objectives. The curricula and education provided by the District or public

schools were woefully inadequate to meet the preparatory requirements for students intent upon pursuits of professional goals.

Pickard was a man of superior intelligence, and he had the capacity to bring out the best in the learning for students and in the teaching by the faculty. Since the level of education provided by the area or local schools was abysmally low, the Platteville Academy provided the best hope for area and "abroad" students to receive academic preparation in order to qualify for admittance and orientation to professional fields.

Since its inception in 1839, the Trustees and the Principals of the Platteville Academy recognized their responsibilities for providing a form of "higher education" which would provide qualifications for pursuits of professional fields and for careers in business, government, and teaching. Under the leadership of Pickard, few other Wisconsin institutions during this era of higher education could have equaled the academic standards and student achievements at the Platteville Academy.

#### Early Affirmative Action at Platteville

The following 1859 incident, as described by J. L. Pickard in his autobiography, serves to characterize his courage and his adherence to democratic ideals:

*A slight fever kept me out of work for the first time in thirteen years. During my absence a girl having a slight strain of negro blood made application for admission. She was received. The Trustees held a hastily called meeting and ordered her removed. They claimed to be acting in the best interests of the students from the South. I left my bed went into the meeting and notified the Trustees that unless they reconsidered their action, they must find another Principal. The majority adhered to the course they had taken. I at once gave notice to the students that all teachers would cease work until a new Principal should appear, but I would in the meantime meet at my house any from abroad who desired to remain.*

*The first students to call at my house were those from the South in whose interest the Trustees had professedly acted. The excitement, which had carried me through the ordeal having subsided, I returned to my bed where I remained for nearly two weeks entirely unconscious of what was transpiring in the community. The Trustees recalled their order, notified the girl that she might remain. Very courteously she received the message, but she replied that she was about to enter the Female Seminary at Rockford, where she would be free from further annoyance.*

*As my condition was considered critical, there was no demonstration over the result. The first return to consciousness came as I heard the singing of some students under my bedroom window.—The people celebrated my return to consciousness in the evening by a bonfire and ringing of the Academy Bell.—Here I would record what to me has ever been the most blessed experience in connection with the Academy. <sup>42</sup>*

Pickard's Subsequent Leadership and His Expression of Gratitude for His Tenure at the Platteville Academy

Josiah L. Pickard continued to serve as the Principal of the Platteville Academy until 1860, when he was elected to become the Superintendent of Public Instruction for the State of Wisconsin. As Wisconsin's Superintendent of Public Instruction, he was successful in eliminating the offices of Town Superintendent of District Schools, and he created the offices of County Superintendent of Schools. Consistent with his concern for the education of teachers, he served as a primary motivator for the creation of system of Wisconsin Normal Schools. He recognized that the existing Academies, Seminaries, and Colleges were incapable of providing the kind and volume of teacher education that would be essential for the immense task of improving the level of teaching in the public schools.

Pickard's 14 years of tenure as the fourth Principal of the Platteville Academy began with rescuing the Academy from its probable demise, and the Academy reached its peak in enrollment and influence during his Principalship. Following his four year tenure as Wisconsin's Superintendent of Public Instruction, Pickard served as the Superintendent of the Chicago Public Schools from 1864 until 1878. He completed his professional career as an educator by rendering distinguished service as the President of the University of Iowa from 1878 until 1887.

As evidence of his concern for all levels of public education, Pickard served as the President of the Iowa State Historical Society from 1881 to 1900, and as an indication of the esteem he enjoyed among the Iowa public school teachers, in 1888 he was elected to serve as the President of the Iowa State Teachers Association. As contained in the 1914 Annual Report by the Iowa Superintendent of Public Instruction, while serving as the President of the University of Iowa, Pickard established the Colleges of Dentistry and Homeopathic Medicine.<sup>43</sup> As a result of the contributions J. L. Pickard extended to the University of Iowa, the Board of Regents of the University of Iowa named a campus residence hall to honor his memory.

The 1914 Iowa Annual Reports of the Superintendent of Public Instruction provided the following complimentary characterization of J. L. Pickard:

*—sympathetic toward those who needed assistance and encouragement, ever seeking opportunities unknown to the public to help the poor and unfortunate; clean and pure in habits of living, and vigorous in condemning vice and wrong doing no matter where found. His life was truly inspirational to the student body of the educational institutions with which he was connected.*<sup>44</sup>

In spite of Pickard's prestigious administrative responsibilities subsequent to his service as the Principal of the Platteville Academy, his autobiography contained the following expression of his gratitude, affection, and appreciation for 14 years of tenure as Principal of the Platteville Academy:

*No happier portion of my life is recorded upon the memory than that spent in the Platteville Academy. There I learned the blessedness of employment in Christian education, and its claim has ever been my aim to recognize.*<sup>45</sup>

The Final Years of the Platteville Academy 1860-66

Upon Pickard's leaving the Academy in 1860 to become the Superintendent of Public Instruction for Wisconsin, the Trustees of the Academy elected Algernon K. Johnson to become the fifth Principal of the Platteville Academy. Johnson had served as the Associate Principal with Pickard, but Johnson resigned after serving only one year as Principal. Then the Trustees of the Academy elected George Guernsey, who was a teacher of mathematics at the Academy, to become the sixth and final Principal of the Academy. Guernsey was a native of Tioga, Pennsylvania, and a former teacher at the Milton Academy. He received a Master's degree in Mathematics from Amherst College.

The Platteville Academy Catalogs provided the following enrollments during 1860-61 and 1861-62 with George Guernsey as the Principal:

1860-61	1861-62
<i>Classical Department</i> . . . . . 12	<i>Classical Department</i> . . . . . 12
<i>English Department</i> . . . . . 171	<i>English Department</i> . . . . . 200
<i>Normal Department</i> . . . . . <u>14</u>	<i>Normal Department</i> . . . . . <u>24</u>
<i>Sub-total</i> . . . . . 203	<i>Sub-total</i> . . . . . 236
<i>Counted Twice</i> . . . . . <u>31</u>	<i>Counted Twice</i> . . . . . <u>36</u>
<i>Total</i> . . . . . 172	<i>Total</i> . . . . . 200

The available Academy Catalogs previous to 1861-62 did not provide any reference to the Wisconsin Board of Regents of Normal Schools, but the 1861-62 Catalog stated that the Normal Department was "organized in accordance with instruction of the Wisconsin Board of Normal Regents". Evidently, the Board of Normal Regents established some qualifying requirements for extending state stipends to Academies and existing Wisconsin Seminaries and Colleges for each student enrolled in their Normal Departments. Undoubtedly, these state stipends had been received prior to 1861-62, but the available Academy catalogs prior to 1861-62 did not provide any indication of compliance with any requirements as set by the Board of Regents of Normal Schools.

State Subsidy For Teacher Education

Until the advent of the legislative acts resulting in the creation of the Wisconsin Normal Schools, the Platteville Academy served as a primary source for post district-school education for Southwestern Wisconsin and for the bordering areas in Eastern Iowa and Northern Illinois. One of such acts, as approved by the legislature in 1857, provided that "any academy, college, or seminary which offered teacher training, and whose candidates passed a state exam, would be compensated at the rate of \$40 per pupil". This act also created a Board of Regents for Normal Schools.<sup>46</sup>

Since the newly created Board of Regents for Normal Schools did not view the 1857 act as providing them with authority to create one or more Normal Schools in Wisconsin, teacher education continued to be delegated to the academies, seminaries, and colleges. This practice for payment of subsidies for each student enrolled in teacher education was

terminated in 1864. This termination was the result of ample evidence for need to provide "more rigid requirements for teaching candidates through the establishment of state normal schools".<sup>47</sup>

Disbursements from the Wisconsin Normal School Fund for the year ending September 30, 1858, were as follows:<sup>48</sup>

<i>Albion College</i> . . . . .	\$1800	<i>Platteville Academy</i> . . . . .	\$2550
<i>Beloit College</i> . . . . .	\$2130	<i>Milton Academy</i> . . . . .	\$2370
<i>Carroll College</i> . . . . .	\$1830	<i>Lawrence University</i> . . . . .	\$2400

Thus, the financing of the Platteville Academy during its final years involved supplements from state resources, but the major source of financial support to maintain the Academy was provided by student tuition, dividends from investments, and gifts.

Annual Catalogs of the Platteville Academy from 1862-63 through its final year in 1865-66 may have been published, but, if so, they are not now available. Undoubtedly, such catalogs would have shown a decline in enrollment as a result of enlistments in the Civil War; the cessation of the State Stipends for Normal Department students; and as the consequence of the imminence of the system of Wisconsin Normal Schools. In addition to these factors, a significant rationale for the decline in enrollment of the Platteville Academy was the loss of the inspirational leadership of J. L. Pickard. During its final years, the Platteville Academy was "held together chiefly by George Guernsey and Miss Fanny Joslyn".<sup>49</sup>

In his autobiography Pickard describes Fanny Joslyn as a "born teacher". The available Academy Catalogs indicated that in 1849 she began teaching Geography and History at the Academy, and in 1866 upon the demise of the Academy and at the inception of the Platteville Normal School she became a faculty member of the Platteville Normal School. Fanny Joslyn remained as a faculty member of the Platteville Normal School until 1870.

#### Services of Academy Students in the Civil War

Doubtlessly, the controversial issues of the Civil War resulted in heated dialogues among those Academy students, who had home residences in Wisconsin and bordering States and those "abroad" students whose home residences were in the Southern States. As described above, the action of the Trustees in an attempt to placate "students from the South" by denying admission to a student with "a slight strain of Negro blood", provided evidence of the prevalence of strong emotions among Academy students concerning the Civil War. Similar contention existed among the local residents, for the 1870 Census of Grant County stated that bitterness "remained between some families for many years".

Heated discussions of the merits of the Civil War among Academy students must have been a common occurrence in both the Academy classrooms and in the local rooming-houses. Such discussions must have been exacerbated by the in-pu of the "abroad" students, as they related opinions as expressed in letters received from their Southern parents and other friends and relatives residing in the Southern States. Although the

means of communication may have been primitive, as compared to current standards, accounts of Civil War casualties involving close friends, relatives, and loved ones became an excruciating experience however tardy was the report. Daily reports concerning the progress of the Civil War were received in Platteville via telegraph.

On March 13, 1907, the Platteville Journal published a letter that J. L. Pickard (1824-1914) had "recently" sent to his long-time friend, J. H. Evans (1830-1919). Unfortunately, the Platteville Journal re-print did not provide a date of Pickard's letter to Evans. But since Evans describes this letter as having been "recently received", the year of its date can be assumed as having been 1907.

J. H. Evans attended the Platteville Academy in 1852-53, and the 1854-55 Annual Catalog listed him as a teacher of Drawing and Crayon. Evans became a resident of Platteville and engaged in Platteville's mercantile business. He served on the Board of Regents of Normal Schools from 1872-92 and as the President of the Board for 12 years. Surely, Pickard was especially proud of Evans' services on the Board of Regents of Normal Schools. During the Civil War, Evans served with the Tennessee Volunteers as a sutler--a person who followed the army and sold provisions.

When Pickard wrote to Evans in 1907, Pickard was 83 years of age and 47 years had lapsed since he left the Academy. During this prolonged absence from Platteville, Pickard had assumed prestigious and formidable educational responsibilities, but his 1907 letter indicated he retained a vivid memory and expressed much concern for his former students at the Platteville Academy.

Evans' preface in the re-print of Pickard's letter provided the following additional information concerning Pickard's resignation as Principal of the Academy upon the Trustees' denial of admission to the Academy of a "girl with a slight strain of negro blood":

*As I remember the incident Judge C. K. Lord of LaCrosse wrote to Mr. Pickard asking if he would admit a bright scholarly colored girl (mulatto) as a student in the Academy, he vouching for the character and deportment of the girl. Mr. Pickard saw no reason why such a pupil could not be enrolled. The girl came and was admitted. Immediately a protest was filed with the Trustees. Of the five Trustees a bare majority of one voted that the girl should go, in other words, be barred from the privileges of the school. Mr. Pickard at once sent in his resignation. This caused a great commotion in the school and in the village. The Trustees hastily called a special meeting and rescinded their order of expulsion and voted a resolution of confidence in Prof. Pickard and at the same time urging him to recall his resignation. However the colored student, who appeared to be a girl of refinement and good sense, concluded to quit school at once, saying she would not in any way be a factor in disturbing the harmony of the school.*

In his 1907 letter Pickard stated that his records contained the names of 22 Academy students (21 soldiers and one nurse), who had served on the Union side of the Civil War and "who had made the sacrifice of life while in their country's service during the trying days of 1861-1865".

Pickard's motivation for his 1907 letter to Evans was prompted by a response that had been extended by Captain Alonzo V. Richards at an 1887 banquet sponsored by Academy students in honor of Pickard. As could be expected, the following response engendered an emotional impact upon Pickard and all of the Academy students who had come to honor Pickard:

*It is fitting as are gathered around our festal board, that a silent toast be drunk to those brave hearts who laid their lives as willing sacrifices upon the altar of their country.*

As Evans stated in his preface to Pickard's 1907 letter, he was very impressed with Pickard's ability "to recall and recount in detail so many persons and events of half century ago". Pickard recognized that his records of the Civil War services of the Academy students could be incomplete, for in his letter he stated:

*How many of my students enlisted, I have no means of determining, as I left the school before the War. I have been told that more than 125 enlisted. My records contain sixty-three names of whom twenty-two died.*

Because Pickard's autobiography provides numerous illustrations of his meticulous concern for accurate recording of data, this same concern could have been expected to characterize his records of the Civil War services of the Academy students.

As evidence of Evans' interest in providing recognition for those Academy students who served in the Civil War, the probate of his estate in 1919 contained a list of Academy students who attended the Academy during 1846-60 and who served in the Civil War during 1861-65. Evans' "probate" list contained the names of 59 Academy students who served in the Civil War--54 Academy students, who served on the side of the Union and five Academy students, who served on the side of the Confederacy. Also, Evans' "probate" list identified the names of 22 Academy students who "died in service"--20 Union soldiers; one Nurse on the Union side; and one soldier, who served with the Confederacy.<sup>50</sup>

Pickard's letter contained the names of only three Academy students who served on the side of the Confederacy as compared to the names of five Academy students as contained in Evans' "probate" roster. Pickard's letter did not provide any information as to the survival of three Academy students who he believed served on the side of the Confederacy.

In addition to identifying the Nurse who "died in service", Pickard's letter provided the names of three other Nurses who he believed had served on the side of the Union and survived. Pickard and Evans agreed on the name of the Nurse, who served on the Union side and who "died in service".

Discrepancies existed in the "probate" list of Evans and the "letter" list of Pickard relative to the number of Academy students who served in the Civil War, and the names and number of the Academy students who served on the Confederate side.

In his letter Pickard stated that his records provided the names of 63 Academy students who served in the Civil War, while Evans "probate" record provided the names of

59 Academy students who served in the Civil War. Evans' "probate" list contained the names of five Academy students who served with the Confederacy, while Pickard's "letter" list contained the names of only three Academy students who served on the side of the Confederacy. Both Pickard and Evans mutually agreed on the names of three Academy students who served with the Confederacy. Pickard's letter contained a vivid recollection of the three Academy students, who he believed had served on the side of the Confederacy.

The discrepancy in the names and numbers of Academy students, who served with the Confederacy resulted from Evans' inclusion of the Vance twins, Charles and Andrew, from Missouri, as having served on the side of the Confederacy. Pickard's letter provided no mention of the Civil War services of the Vance twins, but he vividly described his recollection of the three Academy students who he believed had served on the side of the Confederacy.

Pickard's "letter" list was primarily concerned with those Academy students who "died in Civil War action". Since, in his letter, he stated that his records contained the names of 63 Academy students who had served in the Civil War, he must have decided to omit from his letter those additional names of Academy students who had served in the Civil War and who survived.

If Pickard's letter had provided the names of the 63 Academy students who he believed had served in the Civil War, a direct comparison could have been made with the names of the 59 Academy students contained in Evans' "probate" roster. Since Pickard's letter did not provide such information, the "probate" roster of Evans must be accepted as being more comprehensive in the listing of the Academy students who served in the Civil War.

Both the "letter" roster of Pickard and the "probate" roster of Evans listed the names of twenty-two Academy students who "died in Civil War service", but these two rosters had only twenty-one names in common. Such discrepancy resulted from:

1. *Evans' "probate" roster indicated that the Vance twins, Andrew and Charles from Missouri, served with the Confederacy and Andrew "died in service". Pickard's "letter" roster did not provide reference to either of the Vance twins as having served in the Civil War.*
2. *Both the "probate" roster of Evans and the "letter" roster of Pickard indicated that Nicholas Dale served as a Union Soldier, but while Pickard believed Nicholas Dale "died in service", Evans indicated that Dale had survived the Civil War.*

Pickard died in 1914, seven years after he had sent his 1907 letter to Evans, and Evans died in 1919. Perhaps Pickard and Evans subsequently corresponded relative to the discrepancies in their lists concerning the number of Academy students who served in the Civil War; those Academy students who had served with the Confederacy; and those Academy students who did not survive the Civil War. If so, unfortunately, such information is not available.

In recognition of the time lapse between the 1907 letter and the Civil War services of the Academy students, and assuming that Pickard and Evans compiled their lists independently, the names of the Academy students contained in the "letter" list of Pickard and the names of the Academy students in the "probate" list of Evans must be considered as remarkably similar. Because Evans must have visited many of the camps of Union soldiers in the sale of commodities, his information may have been the result of actual conversations with some of the former Academy students. Such contacts may have been conducive to spread of "rumors" of former Academy students who were now the enemy, but, also, such contacts may have provided more reliable information than data that Pickard was able to compile.

The following roster of Academy students, who served in the Civil War, represents a compilation of the "letter" roster of Pickard and the "probate" roster of Evans. Question marks (?) have been noted to account for discrepancies concerning the Civil War services of the Vance twins, Andrew and Charles, on the side of the Confederacy, and whether or not Nicholas Dale survived from his services on the side of the Union.

Roster of Platteville Academy Students, 1846-60  
Who Served in the Civil War, 1861-65  
(Died in Service\*)

In Union Army As Soldiers

Joseph Alford	Charles L. Dering	Robert B. Northey*
James Armstrong*	Nicholas Dale* (?)	James Overton*
Warren H. Armstrong*	H. Clay Evans	Charles G. Parker
William Armstrong*	Alfred H. Fitch	George R. Rountree
John M. Altizer	Henry M. Gribble	Alonzo V. Richards
George Bevans*	Sven C. Himoe	John J. Richards
John C. Black*	John E. Himoe*	George Richards*
Thomas Bray	Joseph L. Horr	Alexander S. Robinson*
William L. Bray	William F. Jackson*	Evarts C. Stevens
Otis A. Boynton*	John S. Lewis	J. Dwight Stevens*
Emmanuel J. Bently	George LaFollett*	Henry G. Stevens*
George B. Carter	George Mitchell*	Charles A. Searles*
Richard Carter	Alexander McKenzie	John Smale
James H. Cabanis	Charles McKenzie	Horatio H. Virgin
Jasper Cabanis*	Francis A. Moore*	Chauncey A. Wilste
Lewis C. Chase	Matthew M. Miller	W. Scott Williams
William Dixon	William Noble*	

As Nurses In Union Army

Elizabeth Bray	Ella Greene
Selena Bray	Emma T. (Meeker) Rumbold*

In Confederate Army As Soldiers

John R. Harlan--Kentucky	Andrew Vance--Missouri* (?)
Rufus E. Sewell--Louisiana	Charles Vance--Missouri (?)
Andrew H. Scott--Arkansas	

Home Residences of Academy Students Who Served in the Civil War

<u>Union Soldiers</u>	<u>Union Nurses</u>	<u>Confederate Soldiers</u>
<u>Wisconsin</u>	<u>Abroad</u>	<u>Arkansas</u> ..1
Blake's Prairie . . . 1	<u>Wisconsin</u>	<u>Kentucky</u> ..1
Elkhorn . . . . . 1	Elk Grove..2	<u>Louisiana</u> ..1
Elk Grove . . . . . 5	Platteville..2	
Kendall . . . . . 1	<u>Illinois</u>	
Lancaster . . . . . 2	Galena..2	
New Diggings . . . 1	Bethel..1	
Platteville . . . . . 19	<u>Iowa</u>	
Potosi . . . . . 2	Dubuque..2	
Smelser . . . . . 3	Hopkinton..1	
Willow Springs . . 2	<u>Nebraska</u>	
Unknown . . . . . 4	Omaha..1	
	<u>Norway</u> ..2	

The "home residences" of the above roster of Civil War soldiers and nurses were secured from the available Academy catalogs; from the Rosters of Wisconsin Volunteers as published by the State of Wisconsin; and as a result of correspondence with Officers of Veteran Affairs in the States of Illinois, Iowa, Arkansas, Kentucky, Louisiana, and Missouri.

Documentation of Services of Academy Students in the Confederate Army

Efforts to document the services of Charles and Andrew Vance in the Confederate Army, as were given in Evans' "probate" roster, became fruitless. Since none of the lists of enrollments, as given in the available Academy catalogs, contained the names of either Charles or Andrew Vance, and the Evans' "probate" roster provided only the State of Missouri as their home residences, the search for such documentation became very difficult. As a result of a search of Missouri Military records, the staff of the Missouri State Archives provided 4 copies of Civil War records of Missouri Civil War soldiers, but with the conclusion, "found only in the attached Union service records" !

These 4 "attached" Missouri Civil War records of Union Civil War Soldiers did not indicate that any of the 4 "Vance" Union Soldiers were of the same family. One Missouri soldier was recorded as having the name of Andrew Vance, but with no middle initial; two Missouri soldiers were recorded as having the name of Andrew J. Vance; and another Missouri soldier was recorded with the name of Charles Vance, but without a middle initial. The military records for these four Missouri Union Soldiers documented that each enlisted at different dates and at different communities; that each enrolled in different military units;

and that each survived the Civil War. Relative to ages documented for these four Missouri Union soldiers, Andrew J. Vance was 18 years old at date of his enlistment, but ages for the other three Missouri Union soldiers were not provided.

Thus, the documentation from the Missouri Archives of Military Records of the Civil War indicated that the services of Andrew and Charles Vance as Missouri soldiers appeared to favor Pickard's "letter" roster--that neither Andrew or Charles Vance served with the Confederacy and that Andrew Vance did not "die in service". Yet, more data would be necessary to invalidate Evans' contention that the Academy students, Andrew and Charles Vance, served with the Confederacy, and that Andrew Vance "died in service".

The Library of the Kentucky Historical Society reported that a Civil War soldier by the name of "John Harlan" had enlisted in the Confederate Army, but his middle initial was not provided. In both Pickard's 1907 letter and in Evans' "probate" roster, a Civil War soldier by the name of "John R. Harlan" was listed as having served on the side of the Confederacy. Thus, the Academy student, "John R. Harlan", as listed in both the Evans and Pickard rosters, may be the same "John Harlan" as was recorded in the Confederate records of the Kentucky Historical Society. But, as with the search for documentation for Confederacy services of the Vance twins, more data will be necessary for documentation of the Confederacy Civil War service of the Academy student, John R. Harlan.

The search for documentation of the services of Rufus E. Sewell and Andrew H. Scott in the Confederate Army was more successful.

The Division of Archives, Records Management, and History for the State of Louisiana documented that Rufus E. Sewall served as a First Sergeant in Co. A, 1 (Nelligen's) Louisiana Infantry. In his 1907 letter Pickard referred to Sewall as having had the rank of "Major". While the military rank of the Academy student, Rufus E. Sewell, may be in doubt, his services as a Confederate soldier can be documented.

John L. Ferguson, State Historian with the Arkansas History Commission, reported that Andrew Homer Scott served as a Private in Co. A, First (Stirman's) Battalion Arkansas Cavalry, and that Scott was promoted to the rank of Captain. Ferguson stated that Scott "was a member of one of the most distinguished of early Arkansas families, and that he practiced medicine in Little Rock for about 36 years".<sup>51</sup>

Pickard had fond memories of both Sewell and Scott, for both of them contacted Pickard after the incident involving the "girl with a slight strain of negro blood".

Pickard's 1907 letter to Evans provided reference to the achievements of many students, who were enrolled in the Academy during Pickard's tenure as Principal. Pickard's recital of their names and their achievements gave evidence of his keen memory and of his dedication to the welfare of students and the Academy. The following excerpts from Pickard's 1907 letter provided further evidence of such memory and dedication:

1. *Of Scott and Sewell (Confederate Soldiers) I have grateful recollection. At the time of the trouble that arose on account of the admission of a colored girl to the Academy under the plea that it would affect seriously students of southern birth, I resigned my*

position rather than submit to the Trustee's order for her removal. That students from abroad might not suffer from the closing of the school until another principal could be secured, I proposed to meet such at my home for their recitations. Scott from Arkansas and Sewell from Louisiana were among the first to present themselves showing their confidence in me. Their act led the Trustees to rescind their order and the Academy was closed for one day only.

2. Of Harlan, a Kentuckian, (a Confederate Soldier) my recollection is not quite so pleasant. He was a young man of fiery temper. One day incited by some act of Archie Bell, he seized the boy by the ear with such force as to start the ear from the head and it bled profusely. I took occasion to reprove Harlan sharply for his brutal treatment. "You are a \_\_\_ Abolitionist", he cried out and sprang out the window near which he was sitting. For a little time his curses could be heard. He never returned to school.
3. Col. Matthew Miller, in command of colored troops, captured Maj. Sewell and command at Milliken's Bend. The capture was so distasteful to his old classmate that no recognition of acquaintance was accorded in the presence of the capturing troops, but in the quiet tent of Col. Miller restraint was withdrawn and school days were discussed in a most friendly manner.
4. During my second year of my work in the Academy, I offered a prize to the student who should present an essay considered the best by competent judges to be read at the close of the year. Several essays had passed the examination of the judges without the name of the writer being known. The title of the essay with the name of the writer was in a sealed envelope in my possession. The award of the judges was given by title. The successful essay was read to the audience present upon the closing hour of school. The name of the writer was announced as Ellen Rountree. She at once arose from her seat and said, "Mr. Pickard, a mistake has been made. I did not write". Upon investigation, I discovered my error and made the correction giving Rebecca Shinn the prize. The nobility of the act in making a public correction of my error has left its impress upon my mind and I wish Mrs. Ellen Rountree Jewett of Chicago to know that during fifty-nine years that have passed since that event, her act has never lost its place in my memory.
5. Alexander Mackenzie graduating with honors from the West Point Academy; H. Clay Evans was elected Governor of Tennessee; twenty-four served the Methodist Episcopal, Presbyterian, Congregational, Primitive Methodist, and Lutheran Churches as Pastors; of the legal fraternity number more than a score; Judge George B. Carter and Judge Thomas J. Shaw have occupied the bench; Hon. J. W. Blackstone and Hon. Charles L. Dering have been called to use their knowledge of law in shaping the legislation of the Wisconsin; in the medical practice John S. Lewis, Andrew H. Scott, and Sven O. Himoe (Stephen O. Himoe) are the best known--While I have given a few names, it is not for the purpose of invidious distinction, for I feel it proper to say that the reputation of the Academy was due in a large measure to the character of the pupils who honored their teachers by their good conduct and devotion to study.

### The Students' Olio

The purpose of the earliest available edition of The Students' Olio, Volume 1, Number 2, October 10, 1857, was described by the two editors as:

*A Weekly Paper devoted to the interests of Literature, Science, Wit, Music, Politics, Financial Affairs, and the Fine Arts*

Miss H. E. Cramer  
O. Smith, Jr.

In addition to the October 10, 1857, issue of the Olio, the other available five issues of the Olio are Vol 2, No. 4, March 12, 1858; Oct. 7, 1862, (with no designation as to Volume or issue number); First Number, 1864; Second Number, 1864; and Third Number, 1864.

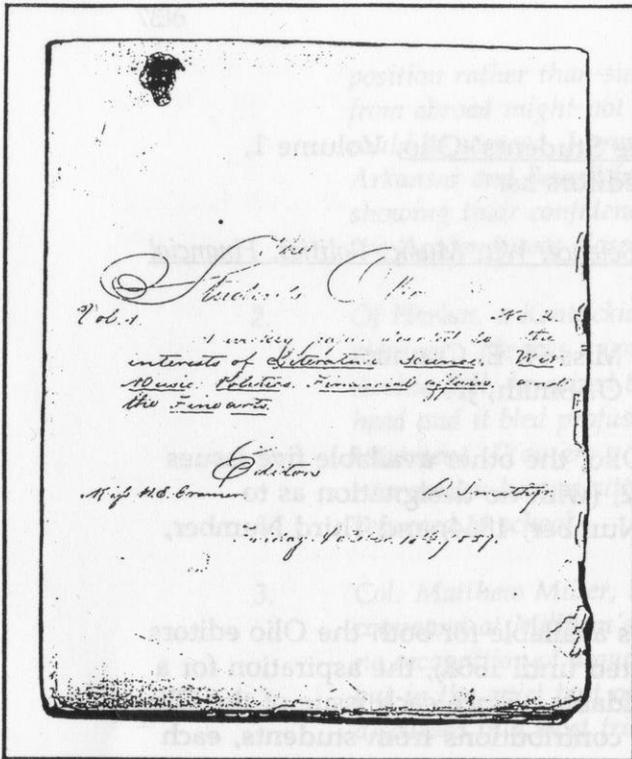
In recognition of the primitive publication facilities available for both the Olio editors and student contributions (the typewriter was not patented until 1868), the aspiration for a weekly edition of the Olio was both ambitious and formidable. Since each issue of the Olio consisted of only one compilation of hand-written-script contributions from students, each issue of the Olio consisted of a single copy, and it must have been placed in a central location for ready accessibility to all students.

If the first edition of the weekly Olio, Volume 1, Number 1, was issued on October 3, 1857, and if the aspiration for weekly publications had been fulfilled during the remaining seven years of existence of the Academy, more than 100 editions of the Olio could have been created. Yet, only six editions have been preserved! These six editions are located in the Wisconsin Room of the U. W.-Platteville Library.

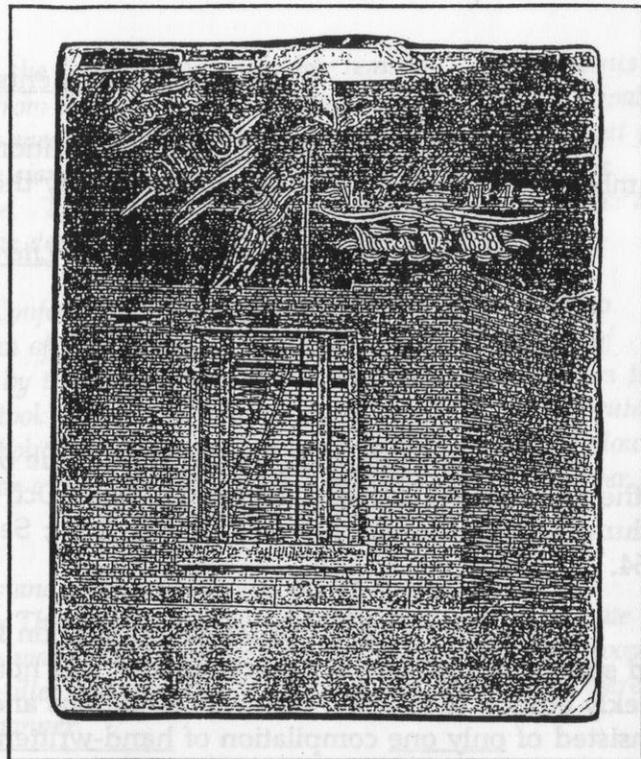
Because each of the editorials in the six available editions of the Olio referred to difficulties encountered in motivating students to submit contributions, very likely only a minor fraction of the total possible weekly editions of the Olio was realized. The current preservation of six editions of the Olio should be considered as remarkable and fortunate.

In order to provide an insight into the problems and topics of concern to Academy students, selected contributions from each of the six available Olios will be reproduced below. These selected contributions originally appeared in hand-written-script, but computer-typed reproductions of these student contributions will be presented below. Because of the fading of the 19th century ink, and in some instances of poor penmanship, a few words in the student contributions were unintelligible. Question marks (?) will be inserted in a few instances to indicate the presence of such unintelligible words.

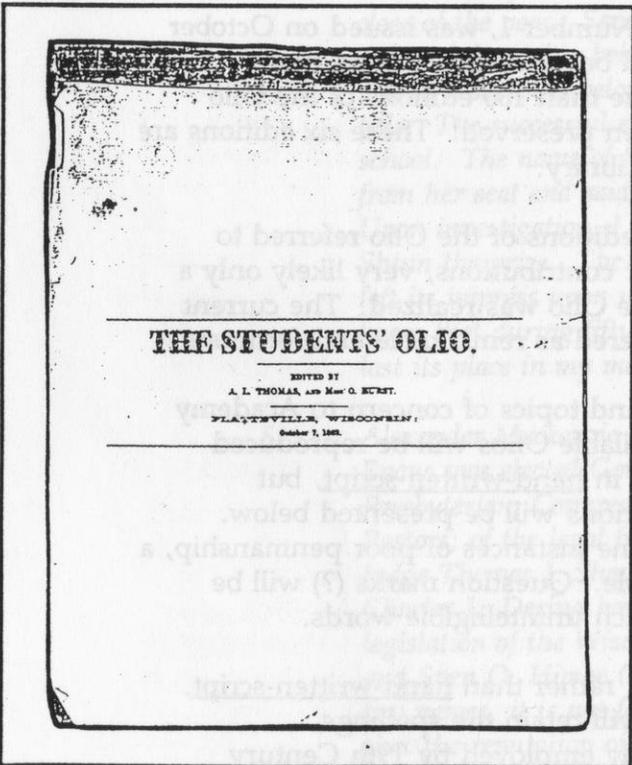
In addition to a reproduction via computer-typing rather than hand-written-script, the verbatim reproduction of the student contributions will retain the spellings, punctuation, abbreviations, and phraseology, as originally employed by 19th Century Academy students. Such employment may differ from current standards, but such reproduction via computer-typing should retain the contributor's style of writing.



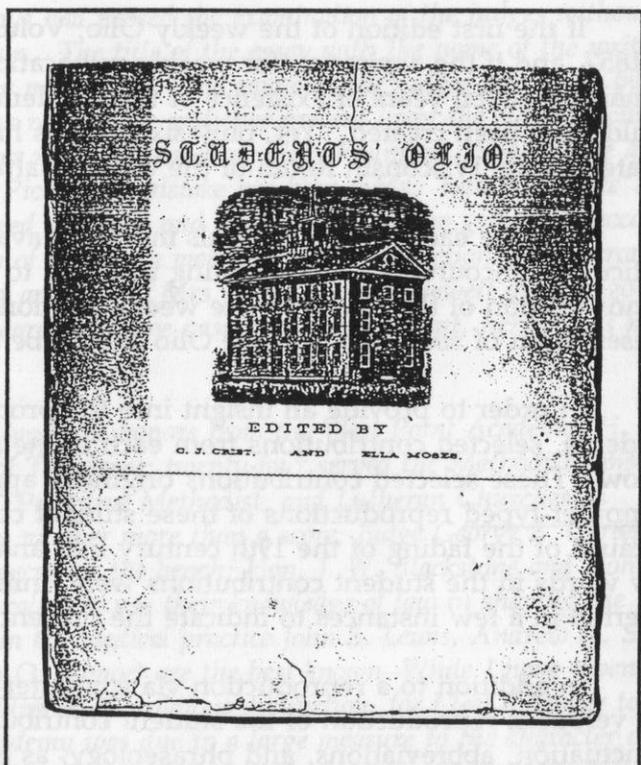
Vol. 1, No. 2—October 10, 1857



Vol. 2, No. 4—March 12, 1858



October 7, 1862



First No. 1864

## The Students' Olio

The quality of most of the available contributions to the Olio could be considered as being "good to excellent". Such contributions contained few or no misspelled words; used 20th century concepts of punctuation; and employed appropriate vocabulary. Yet, some contributions must be graded as being "shoddy", for they contained many misspelled words; utilized a limited vocabulary; repeatedly employed "ands" to link related phrases and sentences; and either avoided the use of commas or inserted them inconsistently.

Because misspelled words were sporadically included in many of the contributions to the Olio, dictionaries may not have been readily available. Very likely, the paucity of library resources at the Academy was extended to the lack of ready access of dictionaries for students—at the Academy and in the residences of students. A retention of the use of misspelled words in the reproduction of the students' contributions will be indicated by (sic).

Some of the inclusions of "shoddy" contributions may have resulted from "dead-line" occasions when sufficient number of contributions had not been submitted, and the editors felt compelled to issue an edition of the Olio.

In the selection of the Olio contributions to be reproduced, only those contributions which could be considered as being of "good to excellent" quality will be reproduced. The few examples of "shoddy writing" will be omitted. Such examples of "shoddy" contributions are available for review as cataloged in the Wisconsin Room of the U. W.-Platteville Library.

As expected, many of the student concerns involved "boy-girl" relationships, but many contributions expressed students' concern on contemporary problems and moral concepts. Although some of the contemporary problems were pertinent to only the tension caused by the Civil War, the views of the Academy students on moral concepts could have been written by 20th century students. The tensions prevalent in the Civil War era were obvious in many of the student contributions.

Of the contributions contained in the available six editions of the Olio, only two could be considered as being obviously racist. Both of these contributions were included in the Olio edition of October 7, 1862--during the height of Union-Confederacy controversy. One racist contributor wrote shoddily and entitled her or his presentation as, "Some of the fruits of Old Abe's Proclamation (sic)", and the other racist contributor exhibited creative skills in a poem entitled, "The Banks of the James", which contained repetitions of, "Don't meddle with Slavery".

Perhaps racist expressions during the Civil War era were not as abhorrent as would be currently interpreted. As indicated previously, three and perhaps five Academy students chose to enlist on the side of the Confederacy. Such diversity in allegiances and identifications were conducive to creation of heated discussions concerning the "preservation of the Union"; the role of Slavery in the economy of the Southern States; and concepts of Civil Rights. Since such controversies must have been prevalent in discussion that occurred in both the Academy classrooms and in the home residences of the students, such contention should have been expected to appear in the students' contributions for the Olio.

The editors of the October 7, 1862, Olio, who permitted the inclusion of the two "racist" contributions, may or may have not been sympathetic with the expressed prejudices. The editors may have been desperately in need of contributions for a "deadline" compilation of an edition, or the editors may have recognized the importance of adhering to concepts of "freedom of speech", as provided by the First Amendment to the U. S. Constitution (1791) and also in the Wisconsin Constitution (1848). Yet, the editors must have been fully aware of student reactions upon the inclusion of "racist" contributions.

These two "racist" contributions will not be included in selection of the Olio contributions reproduced. They are available for review in the Wisconsin Room of the U. W.-Platteville Library.

Frequently, a joke, quip, or a witticism was presented at the end of the student's contribution. Such diversions were usually presented in form of a "Query" and "Answer" and often implicated a "play upon words" by employing names of students currently enrolled. Such humor could be appreciated by the Academy student readers, but without acquaintance with the names of the enrolled students a 20th century reader may fail to appreciate or understand the intended humor.

Selected Contributions From The Students' Olio  
October 10, 1857

Editorial

We the Editors of this paper respectfully submit this to your inspection and to your hearing, begging that you will obliterate from your minds (if you entertain it) that erroneous idea, which some may harbor, that this is designed to be a "first class" paper. We do not intend to interest you with tales of horror and thrilling murders, but merely to give you such pieces as our sympathizing friends may contribute to our paper. Now we would say that if our Reading Club intends this paper ever to amount to anything, its members must open more freely and willingly their stocks of ideas, and pour out their pent up feelings upon the sheets of the Olio. We are very much indebted to those who have so willingly assisted us this week. May their ideas never cease to flow, and their zeal never be less.

Coquettes

She's a coquette! We turn around to see to whom this epithet is applied and there before us arrayed in all the fineries of the prevailing fashions (crinoline, etc) is a female excelling in beauty of form and countenance--an Hourri. As we gaze upon this splendid ideal of beauty, our hearts melt in pity, to think that one so beautiful, so lovely, and so good (as it would seem) should be devoid of that which would give her a gentle, loving, and sympathizing nature. See that mocking scorn formed upon her ruby lips, as she gazes around her with those lustrous eyes which would rival in their brilliancy even the ethereal (sic) luminaries, upon those who have once been her admirers. Does she dream of the pain she has caused? Does she dream of the hearts she has broken by her winning smiles so profusely given? No! without a

pang of commiseration she gazes upon those downcast mortals, (former suitors) and with a freezing look of unconcern she turns away, little thinking of the pain those breasts contain. It is not our purpose to take for our subject an imaginary person, for it is with feelings of deep regret that we are compelled to say, that even among us, yes in our very midst we have many, yes too many subjects. It is a deplorable fact, that, at least two-thirds of the ladies of the present day can with justice have this epithet (for as such I consider it) applied to them. If we should inform some of our lady friends that they are coquettes, and that they are destitute of that blessed boon affection (please do not mistake the word for affectation for they are fully endowed with that) we should expect that the next time they raised their hands (soft as velvet and white as the spotless lily) (?) heaven, that they would descend impelled by their own little passions (not so very small either) upon our ever prominent and visible ears, in a word they would be soundly if not passionately boxed, or, if this was not the case that they would turn from us in anger, considering themselves highly insulted. But although we would as soon think of braving the dangers of the Artic (sic) regions and of writing their names in glowing characters upon the North Pole, as their anger, (for they are exceedingly high tempered) we would insinuate merely for their own good and benefit (although we would not express our opinions publicly) that they too may be safely classed among that most despicable (sic) class of objects, coquettes. If these persons (we speak from experience) knew how much misery and deaths, they have caused by their coquetry and flirtations, if they only had the hearts to realize it (which they have not) they would repent of their follies not in "sackcloth and ashes", but in tearless and excruciating agony. As brothers and sisters of one holy and glorious family, we would exhort you, oh ye deluded and misled young ladies, to turn away from the error of your ways, into that path which shall gain for you the esteem and love of mankind in general and the young gentlemen in particular, before it is everlastingly too late. In conclusion, we would say that there are two things from which deliver us, namely, the tongue of a scolding woman and the deceiving smiles of a Coquette.

Yours truly, P. C. R. Squibbs, Jr.

Why is a certain young lady's hood like the Cupola of this building?

*Because it covers the head of the Academy Belle (bell)*

What is worth speaking at all is worth speaking loud enough to be heard

How often is the truth of this sentiment forced upon our minds, and more especially so in our reading club. As a general thing the young gentlemen speak so as to be heard, but of the young ladies how few are there who speak or read loud enough to be heard: the reason cannot be that they have not voice enough: to listen to the noise of some of the most fastidious of them make during recess time would soon convince differently: it must be because they think it ungentle to speak loud: for my part I think it is a mark of more refinement and gentility to speak so as to be heard

than to speak with so much mock modesty. There are some among them who (to their praise be it said) are not afraid to be heard, and they are daily receiving the praise for it.

Mr. B

The Ladies of Platteville Academy

*May they never be less attractive, less refined, and less genteel than upon this evening.*

### The Schoolroom

What a pleasant place! And yet, how many there are who loathe the sight of it. The yet unrestrained rustic will tell you that he had rather take his dog and gun and spend his time in the hunting-field than to be shut up in the dreary school-room musing over a lot of dull books. Certainly this is very fine to rove over the fields. But is all that you can learn from natures (sic) fields alone sufficient for you to pass through this deceitful world? There you can learn nothing but purity and truth. But something more is required to waft you on in life: where is it to be found if not in the school-room? There, you may learn that which will enable you with what you gather from nature, to pass pleasantly along the stream of life. Then, how pleasant, how useful, and how important that we all should become acquainted with the school-room.

Zeno

### Dearest Betsy

I have taken this opportunity to send you this blue band box also my love and this note by Deacon Jones' Sam--all of which I hope you will get safe as your best bonnet, it is in it. You asked me to tell all the news. There is none at present--but Sally Smith is married to John Jenkins. I allers (sic) knew it would be so. Speakin (sic) of gettin (sic) married--puts me in mind of Miss Peabody's hired help whose gone & got married to some scamp of course. Law me Betsy, I almost forgot to tell you that since I got acquainted with Squire Sharp (not the widower with ten children)--but Lawyer Sharp that lives here. I have taken to writin (sic) poetry and he says I ought to write for the Cabbageville Sunflower. (That's the paper here) and all in brotherly love you know.

Now Dear Betty, I cannot write any more. In my next letter, I will give you a few lines of my poetry. Only think of it! Sophernis Laphead writing poetry!!

Yours so dear  
Sophernis

Stolen from the owner on Monday last a heart full of love. Any person giving information of the whereabouts of said property will be amicably rewarded by the owner.

(No title)

I dreamed and so mountains pose before me, which seemed too steep, to (sic) high for pedestrians to mount. Over this mountain lay my path. After vainly trying to find some way by which to avoid the steepness of the ascent, I commenced toiling slowly up this mountain side. Now and then stopping to remove some obstacle (sic) from my way. Impediments to my progress abounded on every side and I had great difficulty in removing. Before me and behind me were others struggling up the steep ascent, but it seemed with less difficulty than I. Some far in advance ascending rapidly (sic) peak after peak of the high mount but some stopped to rest and are left in the rear, then becoming discouraged they turned & left their companions to seek a path more pleasant to their feet. When I had been long & vainly trying to remove a large block from my path, I awoke & looking at my watch I found that the study bell had rung but the unsurmountable hill Geometry still lay before me.

Thoughts

I sometimes sit and ponder on the nature of thoughts. That tenant--the chambers of the mind, and think how little control we exercise over them as they spring up within the unfathomed recesses unbidden. Some like fairy forms dancing awhile before us and lingering as the sun lingers amid the bubbles of a rippling stream and sinking like them into nothingness. Some cold and stolid staring us in the face till we would fain rid ourselves of them.

Thoughts of the future are ever with us at times dark and somber as the shades of evening, but as the gray tints of morn are but precursors (sic) of golden sunlight, so gloomy thoughts come but to herald those gladdened by the beams of hope.

Thoughts of the past too, at times come heavily upon us as the shadowy forms flit like spirits of unrest and ghosts of misspent hours haunt us with their mocking tones.

Thoughts there are that bind us down to earth. Thoughts that raise us on wings of gladness to the very portals of this bright world.

Selected Contributions From The Students' Olio

March 12, 1858

Vol. 2, No. 4

Editorial

We the Editors take the most melancholy pleasure in presenting the paper of the week as we are well convinced that it will not come up to any expectations, however

low some of them may be, and having weighed ourselves in the balances and found our mainstay missing, i.e., contributions. To be sure we recd (sic) some, and the authors have our warmest thanks & shall have our heartfelt sympathy when again they occupy the precarious position we now enjoy. We will not burden you with a flare of wit, or great display of eloquence or tire you with a long dissertation on the healthy state of the Public Pocket and end with a long train of miserable nothings, for we should be in a fair way of being crushed by the editorial wheel that appears to have terribly mangled our most illustrious predecessors.

But we take the greatest pleasure in announcing that we are are (sic) able, respectfully able, to candidly submit this number, with knowledge that if we did not the best, we have done all that we were able, and do justice to our craniums so that all might not be evacuated. Therefore

We the Editors of the Olio No. 4, Vol. 2 submit this imperfect specimen of their esteem, to your Enlightened minds and judicious criticisms.

Respectfully your Humble Servants

(No title)

Every cloud, it matters not how dark and threatening it may appear, has a silver lining. The lowering cloud of Adversity is but to prepare one for some unknown event. That of Disappointment quells the fiery spirit, which if permitted to continue in its chosen path, would ere long, have gained an impetus that would be irresistible and destructive to every obstacle place in its way, and in rushing onward in its furious course, would sooner or later be destroyed by the speed and power, that it had gained since the starting of the race. The longer it is permitted to bound unchecked the greater will be the crash, the more terrific and appalling (sic) the spectacle, which its ruin will present. The Dark Cloud which has for so long and so totally clouded our commercial world and eclipsed the bright sun of our prosperity, is but a lesson to those engaged in business and a warning to the aspirant to commercial horrors, who thinks the shortest road to wealth is by the commercial ladder, and would long to ascend, but not willing to climb round by round, but with his eye on the top, would reach it with a stop or two. To such it speaks with warning tones, and prevents many from sinking far below the level from where they started. Thus are we taught not to look upon the clouds of life as useless and merely to perplex, but strain our vision to detect the silver lining and if possible the golden.

John

Query: Why is it that there is no hope of a reformation in one of our teachers?

Ans.: *Because she always will be a Jostling (Joslyn).*

Query: Why is a certain young gent likely to break down?

Ans.: *Because he is running with loose Gear (Luce Gear).*

### Soliloquy Of A Student

O that class is so dry. I do not like it--I went into it with the expectation of having considerable fun--But I missed it--everything is as dry as a chip--I wish I was out--I'll never go into it again, if I get out once--I will try something more lively interesting and profitable. I can but little what the teacher or anyone else says about the profit of such a study--I know it is not worth much--For when sometimes I go into the class to recite, I write little notes, or read some little story of interest--play with my fingers--ponder over the woes of Life--And if I feel at little mad, invent some plan of revenge. Sometimes I get sleepy--very often don't feel a bit good--I say plague on all such surly--peevish--careless teachers--It is their place to give a lively energy to the class. As they are--so are the scholars every day. If the fault was in me I should correct it right off.

### The Truth of the Matter

Classes are made of individuals (sic) students. Each Student adds to the interest and progress of the class--or it is a weight to drag it back. The teacher is a secondary matter, in regard to the interest of the class. Each individual has to do his or her own studying and in the degree of perfection or imperfection of the lesson, so will be the interest, the good feeling in the class, and of each individual towards the teacher, to self and all others.

If a class is dull it is all because the lessons are not committed. The true remedy is this. Let each one learn well all the lesson. When the class is called go with full determination to attend to nothing but the recitation fully. If opportunity is given for correction, strive to see who can make the most just criticism. Get up a civil strife in justice. Feel wide awake--Strive for nothing but thorough improvement.

### Scholasticus

### Time

Time flies swiftly and waits for no man, is an old adage that we should constantly bear in our minds. All our future prospects of respectability (sic) and worth depend upon how we spend our time now in our youth. Now when the young mind is just ripening into maturity, how important it is that we should spend our time in self improvement, and in the improvement of those around us?

Espicially (sic) those of us that are placed in this Institution of learning, how precious is every moment? Our school days will soon be o'er, and we shall one and all have to go out into the world, and take our stand as men and women.

Whether we shall take that stand boldly, whether we shall maintain the respected position that our fathers and mothers occupy (sic), whether we shall cause the hearts of those fond parents to beat with gratitude for the praises justly bestowed upon us? greatly depends upon us? Many of us have parents brothers, sisters and friends who are anxiously looking forward to the position we shall hold in good

substantial moral society. And Oh will we blast all their fond hopes in our behalf by idly spending our time here by visiting the low haunts of vice and sin, when all the nobleness of man's character is taken from him and all the low and viler (sic) passions of nature are by degrees dealt out to him, untill (sic) he becomes unfit for society, unfit for life, unfit to meet his God.

Shall we ruthlessly bring that fond mother to the grave, who has prayed for us, who has watched over us in sickness and in health, who has ever been ready to deprive herself from any comfort to give us one minutes pleasure or one minute of enjoyment, by foolishly spending our time making ourselves unfit for the respected station we might have held if we had improved our time aright ? and are obliged to give up to those more wise, that have spent their school and youthful days in the improvement of their minds. Ah methinks I hear the inner voice of the mass of us saying, I will so improve my time, to meet the most exalted hopes of those friends, in my future days.

#### Diliquis

If a young gentlemen should call on his Lady fair to attend with him an evening party, and if for some reason she could not go immediately, what one word in the English language would she use to tell him she was not ready?

*Ans. (Cantillate) Can't-til-late*

What Carrie said:

*Said Carrie's preceptress, a kiss is a noun  
But tell me if Proper or Common, she cried:  
With cheeks of vermillion, and eyelids cast down,  
Tis both Common and Proper, the pupil replied.*

Why is the young Lady (who play on the melodian (sic) in school) when she stops like "Good Manners"?

*Ans.: Because she is Ettiquette (Etta-quit)*

#### For The Olio

We have seen youth in all its bloom withered like the grass, which in the morn flourisheth, but at eve is cut down. We have seen high and exalted hopes hurled from their eminence and blasted for ever. But it never has been our lot to ever before witness so strong despondency marked with such melting language as the following from the pen of an eminent author:

1st.

*A shade came o'er that manly brow  
That brow so calm and clear  
And now, to drown his deep remorse  
He's gone to drinking Beer*

2nd

*He left his gay associates  
He seeks not pleasure now  
But all alone he wanders forth  
With that shade upon his brow  
3rd.*

*We watched him as he sat alone  
He groaned, he gasped, he sighed  
The mystery at once was solved  
He had his eyebrows dyed*

B

(No title)

Long and earnestly did the poor sewing girl toil for the scanty reward which was to requite her labor.

Wearily her eyelids droop, and with difficulty can her fingers perform their duty. The needle seems larger and heavier than ever before, yet her spirit is strong and active.

No stimulant is needed there for a bright vision stands constantly before it cheering her forward in the path of duty, steep and rugged though it might be. "Soon" thought she "will my days of cheerless labor be past and then can I enter on my life's day-dream. Then may I seek the fountain of knowledge, and drink deep of its life giving waters".

The days flew quickly by, and she was permitted to enter on the bright-ideal which had ever been present in her waking and sleeping hours. But were her bright-visions of happiness fulfilled? Rich indeed was the pleasure she found in study, but there was something which was wanting, for "True happiness is found in God alone".

The prettiest lining for a bonnet is a smiling face.

Wages--the sweet oil with which human machinery is greased.

(No title)

Do you see that person walking down the street with lordly air and independent step? From his pocket is suspended an enormous gold chain, but strong doubts are entertained about a watch being in his pocket, and as he whirls his magnificent cane about, it is plainly seen that he thinks himself one of the "Lords of creation". He meets a man in the rustic garb of the farmer and whose whole appearance bespeaks the man of toil.

Does he speak to him? Not he! He scorns such individuals, to whom he really owes his sustenance. His associates belong to a higher class of individuals.

But what thinks the farmer as he passes such a specimen of humanity? Does he feel slighted by him? Not in the least, neither does he scorn him, but rather pities him, since God has not bestowed upon him a usual amount of good sense, and is thankful that he is blessed with a larger amount.

Scarcely a day passes without witnessing such scenes as this, thus, showing the two kinds of Aristocracy, the one tending rather to degrade the individual, in the eyes of sensible people. The other ennobling, and elevating him.

"Look out for paint" as a girl said when a fellow kissed her".

(No title)

Oh dear! I can almost say I'm tired of life. Here I am penned up at home. Johnny has got the measles, and Willie the chicken pox and Mary is just as cross as she can be, but I shouldn't wonder one bit but that she is taking those awful diseases of the other children. Dear Child! I hope not. It just keeps me on the run for those children, but I guess it is about as bad when they are well.

Johnny'll go out and fall in the mud, and come in whimpering, and I have to see to getting him fixed nicely again before his father comes. While I'm doing this, Willie comes in bawling as though he was almost killed, because he struck his toe against a rock. Then Mary comes crying because she has torn her doll's dress and doesn't know how to mend it. While I am in this difficulty trying to do my duty toward all, in comes husband, and he begins to scold, because the children are all crying, and says he really believes I raise this tumult every time I see him coming. But I would get along with husband and children (what wife and mother can't ?) if it was not for my hired help. She doesn't know anything--that's all--and I can not get any better.

Why the other night I told her to make some biscuit (sic) for supper giving her the directions in which I told her to put two spoonfuls of saleratus to a certain amount of flour, etc., not mentioning what kind of a spoon supposing she would know. When the biscuit (sic) were brought on the table, they were near the color of gold. I called, Betty, and asked her if she knew what was the matter with the biscuit (sic). She said she did not know anything was the matter. Why Betty! I said there is entirely too much saleratus in them. Why mam, says she, I put in two spoonfuls. I asked her to

bring the spoon she measured it in--and she brought the soup spoon. She had put that spoon--that spoon which held about half a pint, twice full, into those biscuit (sic). There! that time too, when she showed her ignorance to its full advantage.

I told her to put the tea kettle on to boil, and she turned around and said, you don't mean that do you? and I told her of course I did or I should not have told her to do so.

In about half an hour, I asked her if she had done as I had bidden her. She said yes, it was in the pot boiling finely. I could not tell what she meant, so I took myself to the kitchen in a hurry. And there, she had a pot on the stove with boiling water in it, and the tea kettle in that, and it was jumping around like every thing. I could not help laughing (for I'm very good natured) although I was so provoked as I could be. She acts just so all the time. Who has as much trouble as I? But if I don't go and see what Betty is about, we'll have no supper, and husband will be home soon, and if it is not ready, he will storm around as if the house was on fire.

A discontented Housewife

Lost or Stolen. The spirit of a Truman made perfect. Said spirit has for some time been running "Luse", and it is feared it is lost forever. A reward of "Merritt" is offered to anyone who will return the above mentioned property to its "Law"-ful owner.

### Selected Contributions From The Students' Olio

October 7, 1862

#### Editorial

In presenting you with this copy of the "Olio," we feel our incompetency, as Editors, and would kindly solicit the exercise of that noble principle, which cheerfully accepts the willing endeavors, appropriateates (sic) what is good, and christian-like makes the best of that which appears indifferent. We claim for our paper no brilliant productions, but we say, in justice to our Contributors, that we think it contains that, which although it may not charm the ear, will cultivate and improve the taste, feed the mind, encourage the heart, and strengthen the morals.

(No title)

Mr. Editor

Different opinions exist as to the comparative (sic) merits of various styles of writing. And to a young person, who is just endeavoring to form his style after the best model these conflicting views, afford not a little trouble and vexation. Here he finds an author with a plain terse style whose composition is very highly prized, not only by the learned and critical, but by the common people. In taking up another popular work by a different author, he is surprised (sic) to find an altogether different style. Here he finds a diffuseness, almost approaching to verbosity, with a beauty in its

arrangement of words, and a flowing harmony of periods, which lead him to wonder how he could have been pleased with the plain simple brevity of the former style, or writer. On perusing another book which stands up high in popular favor, the thoughts and sentiments decked in the most costly apparel glittering with the most brilliant jewels, and presenting a "tout ensemble" of the most gorgeous magnificence. Now all these styles are excellent in their place, and the person who naturally inclines to any one of them, had probably (sic) better not attempt to acquire another. By practice and care he may attain to excellence in that while should he attempt a change, he might remain always below mediocrity. We do not mean to say, that that (sic) his style may not be improved or ever so much varied, by engrafting on it some of the characteristics and excellences of the others, but he should aim, rather at an improvement than (sic) a change. Young writers are very apt to be led captive by the splendor and brilliancy of an imaginative and figurative style to gaze at the glossiness of the plate, rather than at the richness and nourishment of the viands; and to look upon a sentiment, or a thought, which is not adorned by some rhetorical flourish, as altogether worthless and insipid. Hence they are constantly striving after some high sounding metaphor, or bombastic comparison. Such writers, or rather persons learning to write, ought to know that in this way they will entirely unfit their style for the practical purposes, of every day life. We would not however, be understood as intimating that viands are less rare because served on rich salvers, or that beautiful and bold figures are really injurious to one's style, but we do wish to say that the trappings will attract more attention, than the thoughts which they adorn. This of course ought not to be, if the sentiments are of any value, and if they are not, they had better never be committed to writing at all.

The most important requisite (sic) to a writer, is good sound sense, and this though (sic) expressed in a plain homly (sic) manner, will always be at least acceptable to the great majourity (sic) of readers.

Scribe

Platteville, Oct. 1, 1862

(No title)

Is God dealing with us in mercy or in judgment. It has seemed, ever since this war commenced that the purpose of God, was to, correct, and not to entirely destroy us as a nation. He has not stricken us down, and left us no place for repentance, but has in the midst of terrible (sic) judgments, remembered mercy. He has granted us space for repentance. He has borne with our utter disregard of his commands, with the indulgence of a kind Father. Long indeed, have our manifold sins stood out in black record against us; and he refrained from punnishing (sic) us, while his commands were set at naught, his name blasphemed, his sabbaths disregarded, and even his very existence denied. Long has the, cry of the downtrodden and the oppressed been loud against us, calling for vengeance on our heads, while we heedless alike of God's laws and of our best interest, continued from year to year to tighten the galling chains, that bound them. Almost every species of sin has been rampant in our land, for the fiew (sic) past years. False systems of religion, or rather

of no religion, have risen and flourished like rank and noxious weeds. Ministers in the pulpit failed to rise the warning cry against public sins, whilst the Presidential chair has been filled by the basest of men, who have yielded to the impulse (sic) of selfish and sordid popensites (sic), and instead of guarding the affairs of statearight (sic), have suffered them to drift wherever they would. But above all the noise, and bustle, and din of war, may be heard, the voice of blood crying to God against us, from the ground.

It is not that blood that speaks peace, but like the blood of Abel, it calls for vengeance on the heads of those who caused it to flow. How truly we may read our sins in our punishment. The blood of the slave was shed unheeded, and uncared for, by our concent (sic), if not by our individual hand. Their tears were unheeded, their sorrows unnoticed. Now the blood of the native must flow.

Our fathers, sons, brothers and husbands must be torn from our bosoms, to march to the field of carnage and ruin, there to fall, by the very power, we have assisted to uphold. Our sorrows must not be mentioned, our tears are unavailing.

Dark clouds overshadow our land. A few weeks ago, the darkness was so great that even the eye of faith, failed to pierce the misty heavens, or perceive any ray of hope, to cheer the gloom. But that dark cloud has vanished, and a pale unsteady light, serves to make the darkness visible. Many have hailed it as a dawn of a brighter day, but let us not be deceived, nor trust in an arm of flesh, for "except the Lord keeps the city, the wachman (sic) wacheth (sic) but in vain". Unless we repent, our doom is certain. A truce, with our traitorous foes, may indeed be made, and our consciences lulled to sleep, but if we fail to obey the plain, call of God now, the sword of divine wrath will only slumber a while over our heads to make our damnation sure. Thank God we have heard from our President, a proclamation tending to universal emancipation; and we trust, we may now see "the beginning of the end". But I believe the decree long since went forth, from a mightier throne. We, or rather our rulers, have been forced to this measure against their will. God is leading them and us by a way we know not, but I believe we shall ere long, come through this feareful (sic) ordeal a regenerated and purer nation, come forth like gold purified from its dross and fitted to shine amongst the brightest gems of earth. May God grant that this day may come soon.

### Earnest

To be in earnest, is to be really urging or stretching toward an object, and eager to attain it. If it is a good thorough education that we seek, we must be in earnest, and labor hard in order to attain it. Education in my estimation, does not consist in knowing merely what is contained in the text-books, (although that is very essential also), but it comprehends all that series of instruction and discipline, which is intended to strengthen the understanding, correct the temper and form the manners and habits of the young, and fit them for usefulness in their future stations. It is said of Micheal Angelo (sic) the great sculptor, that he worked with such energy that he observed no one who might chance to address him, but he worked so vigorously (sic) that the intruder was obliged to get out of the reach of the chips, that flew thick

and fast, around his head. He was in earnest to complete what he had undertaken, his whole mind was on the work, and he was intent upon improving and remodeling whatever was imperfect, and he persevered until he accomplished his design.

Earnestness is the best safe guard of character. The person who is always in earnest commands more respect, and is less liable to be led from the path of virtue, than one who is inclined to be trifling. A teacher, and all others, who may have the care of the young, should always be in earnest. They should strive to impress on the minds of their pupils the value of knowlege (sic) in a kind yet earnest-way. Children early learn to distinguish right from wrong, and are benefited or injured by surrounding (sic) circumstances.

Martin Luther, the greatist (sic) theologian that ever existed, and who first translated the bible, preached morality and religion. The man, who amid a thousand scenes of embarrassment, peril and mental distress, laid the foundation of a new and glorious church, was a man of great natural earnestness. George Washington, the father of his country, was always noted for his firm and earnest demeanor. We can never expect to be successful in any undertaking, or be useful in any station, unless we know the full meaning of the little word, earnest.

*Earnest 'tis a little word,  
Often spoken often heard,  
Often read and often spelt (sic),  
Powerful only when 'tis felt.*

(No title)

An influence is exerted upon character by surrounding objects. The moral, intellectual, and physical nature of man is in condition to be acted upon by extraneous influences tending to its amelioration or deterioration. Notice the people of a rough and rugged tract of country and contrast them with the inhabitants of the broad beautiful prairies or the residents of nature's tastefully arranged grove of trees. You will at once see a vast amount of difference, not only in the physical but oftentimes in the intellectual and moral qualities of their natures. The energies of each class are given up to the improvement of the land, or to the pursuits incident to the peculiar conditions of the country in which they live. View the man endeavoring to gain support from the cultivation of the stony hillsides, or the wooded districts of New England, or the man who wields the spade in our own state to bring up from the bowels of the earth that which may provide sustenance for himself and family. He has a form indicative of anything by symmetry, an uncultivated mind and we too often find him debased in morals. View again the man who has selected for his home the richly fertile prairie farm on the banks of a beautiful stream where wild luxuriance ennobles him and unfolds to light his better nature. There is naught to excite his vile passions or mar that tranquillity of peace and happiness which settles down upon and he becomes truly and in reality one of natures (sic) nobleman. Our home surroundings have a still greater and more immediatet (sic) influence upon us especially in the earlier part of life. Go into a room filled with juveniles and it needs

scarce more than a glance to distinguish those who come from the neat and tidy home where taste, comfort, and convenience are consulted in all the external and internal arrangements from the awkward uncouth representation of the habitation of the sloven. Make your surroundings such as will cultivate the taste, refine the feelings, subdue the passions, and enlarge the heart.

### Complaining

Mankind is ever complaining. Who ever saw a person that did not complain about something? Sometimes it rains too much. At other times when it has not rained for some time he is complaining because it is so dry; vegetation cannot grow. Others complain because it is too cold. They go off to seek for a better place but seldom find it, for when they get there something else is wrong, if not the same trouble, others much harder to bear (sic) exist. Others complain that the times are so hard they can hardly make a living. But you say I do not complain. Oh no! you don't complain you only say "I wish things were this way or that way or some other way and I am sure I could better them to be." Perhaps you could make some changes for your own convenience but what pleases one may not please another. Why can we not be contended with what our heavenly Father has given us. We have many more blessings than we deserve. I fear we sometimes forget the scripture that saith "All things shall work together for good to them that love the Lord."

## Selected Contributions From The Students' Olio First Number, 1864

### Introduction

We believe paper writing to be a very profitable as well as interesting exercise (sic). And as we are placed here for the purpose of learning, we deem it our duty to embrace every opportunity for improvement.

And since this has been our motto, while getting up this paper, we have, so far as circumstances would admit, tried to avoid all unprofitableness.

Therefore, we hope, that our little paper will be agreeable to the most refined person of the audience. And we cannot see why it will not be, from the fact that most of our pieces are from the most able writers of Platteville Academy.

### Apologies

Some Editors fill a good portion of their paper with apologies, but we are like the old Lady, who on having to receive company quite unexpectedly, was told by her companion to make apologies. She answered I haven't any thing to make them out of.

### Drunkenness

Drunkenness is a very bad habit, which is caused by the use of ardent spirits. It is a habit too much indulged, in for the benefit and happiness of mankind. Men will leave their homes and families, and go off to a liquor shop, where they will not only spend all of their money, but also their time, which they ought to spend laboring for their families. If they would use their money in buying things for their families, it would make them both cheerful and happy (sic). But this they will not do, they waste their money for ardent spirits, which, not only makes a family miserable, but it shortens the life of man. It is a vice that ought to be shunned (sic) by all, for it does a person no good, it only makes people miserable and unhappy (sic) through life. There is a greater reason why this poisonous drink should not be touched, than if it was of some use. It is by the use of ardent spirits, that there are so many poor families destitute of food and clothing. If all intoxicating liquors were let alone, men would become more industrious, and there would not be one half so many poor families as there are now. If the poisonous stuff was banished from our land, it would be better for thousands of the inhabitants of the present age, some of whom are starving for the want of proper nourishment for their bodies, and freezing for want of clothing. A great portion of the suffering in this world is caused by the use of liquor, which satisfies the appetite for a short time, but is an injury to every one who may indulge in this cursed evil.

### Home

There is something in the word home, that awakens the kindest feelings of the hearts. No tie is so strong as the one which binds us to our homes. No friends are so dear as those that help form our own family circle.

Often does the thought of home, melt hearts which seemed to be turned to stone, and brings tears of repentance to the sinner's eye. But all homes are not alike. Go to the drunkard's home and see his wife and children in destitution and rags, crying with hunger, and think if that home is held dear. Do you think if they ever go to a happy place they will sigh for their "old home"?

The sailor, whose home is on the sea, and who has not seen or heard of his family for many years, and perhaps has almost forgotten them, some eve when the ocean is calm, and the sun seems to be sinking into its lovely depths (sic), will think of his home, of his boyhood days, and his tears will flow like the summer's (sic) rain.

It is no wonder that the loftiest harps have been tuned to sing of home "sweet home". Friends are not all that make a home dear, but the mountains, dales, and rivulets, which surround it remain fresh in our memories, and find a place in our hearts (sic). The Swiss general who leads his army into a foreign land, must not suffer the sweet airs of Switzerland to be sung in the hearing of his soldiers, for at the thrilling sound they would leave the camp and return to their own green hills, and mountains. We may wander away from our native place, and form new associates, and think we have forgotten the home of our childhood, but some night when we are alone and everything is still, when the autumn winds go whistling by

us, we shall think of home, and of those sweet faces which we cannot see, and those old familiar voices and prattling tongues that we cannot hear. But there is one place where none will ever sigh for home. The same silvery streams that glide along through those pleasant vales, and those trees whose verdant branches oohang (sic) those musical waters, we shall see forever and the friends we meet we shall meet forever.

### Reflections

Looking from the window of my room one day, I saw our flag flying from the staff. This, I supposed to be in honor of some victory gained over our reble (sic) foe. I had not heard precisely when, or where, or how it was gained. I was glad to see that flag flying, but my heart was full of sad and boding thoughts, not for friends near and dear who may have been engaged in the fight, for I had none of that portion of the army, but I was sad at the thought of those who would weep when the long, bloody list of the slain should meet their eyes. It has been my lot this past summer to mourn the untimely death of a brother, who has gone to swell the list of victims sacrificed to the Moloch of war. Before I could only mourn for those who mourned, now I can mourn with them, and stand with those those (sic) gathered about the dripping crimsoned altar, where those held dear by every sacred tie are being daily and hourly offered up. How pleasant it would seem once more to have peace. Our ears would no longer be pained with the thundering sound of conflict, borne on the wings of every breeze that sweeps from the south, nor would our hearts be longer pained with sorrowful tidings, brought by every railroad train, steamboat, or telegraph line in the nation. Then we should no longer see flags flying in token of victories now on the battle field, where Death riots in wild conflict, and where, even though his may be as insatiable as biscribed (sic) by Milton, he may glut himself and cry, "It is enough". Would that the curse of Heaven might speedily overtake those men who, to satisfy ambitious schemes, were willing to draw the sword and plunge this nation into war. They are men beyond the reach of grace, and I do not think it wrong to pray for their destruction. It is not wrong to pray for our country's peace and prosperity, and it is evident to all who are not wilfully blind, and given over to believe a lie that, with these traitors, they may be damned, that we can have neither peace nor prosperity, until death takes them from the world in some form or other, whether by disease, halter, or bullet, and consignes them to the tomb, never more to work ruin and destruction in the world.

### Use Of Money

One of the most universally loved things with which civilized man is acquainted is money. Even the child, before he can properly appreciate its use, clutches it with a miserly grasp. He knows that it will buy candy which is inducement enough to save it till an opportunity to buy presents itself. But notwithstanding all our love for this idol of society, it is often abused and misused, especially by the young. Some, however, exercising good sense, good judgment, and prudence, apply themselves honestly and diligently to procuring money, then use it for the necessaries and comforts of life, and for obtaining an education.

This is the mark of a well balanced and properly organized mind, and an individual who steadily and firmly pursues this course, is sure of success in his undertaking, and is rewarded by honor and wealth, and what is better than all else, he has the smiles of an approving conscience.

Others, again, looking at the present only, and not at it properly, spend their money for the shallow, flitting pleasures of the moment, as though these were all they are capable of enjoying, and seeming to think that they are incapable of intellectual and moral action. The saloon keepers and livery men take from them their substance, and leave them with an empty purse and an empty mind. Not being able to supply these imaginary wants by honest labor and good management, too many resort to dishonest means of procuring money, and some are so unfortunate as to live a while at the expense of the State in the penitentiary.

Thus, the right use of money will make life happy and useful while its wrong use will make life a burden, and death a horrible event indeed. If we have more than is necessary to procure our necessaries it would be well to assist the poor of our village, and indeed all the benevolent enterprises that have been undertaken for the good of our race. The sick, the destitute, and the heathen, all have claims upon our generosity, and if we meet those demands as those who fear God and try to keep his commandments we should have nothing left for grocery keepers.

*Tell me, ye winged winds that round my pathway roar  
Can' ye not name some quiet spot where hoops are ? no more  
He stopped and listened to the traces chain  
And a soft voice answered, "Ah!, Miss Lane.*

A voice from the Editor

### The Rebels (sic) Bride

Five years ago there lived in a pleasant village in one of our northern states, a gentleman of considerable wealth, Mr. Wilton by name, who had an only child, a daughter of seventeen years, who was named Genie.

She was what many would call beautiful, she had such a fair complexion, bright blue eyes, and rosy cheeks, and the smooth oval of her face was set in a frame of golden brown curls. Living in the family of Mr. Wilton was another girl of about the same age of Genie. Emily Lainwood, by name, the daughter of Mr. Wilton's sister, and whom he had taken into his family on the death of her parents, and educated with his own daughter.

Emily was the opposite of Genie in looks as well as in disposition. Her complexion was a pure olive, her eyes dark and heavy, and her hair, black and straight as that of an Indian, which she wore, brushed smoothly back and coiled in a heavy knot behind. These two girls had always been the firmest of friends, nay they were almost like sisters; having been brought up in the same family from the time they were seven years of age. A few months before the time of the opening of our story,

Genie had been introduced to a young man, the son of a wealthy and respected planter of southern Tennessee, and who was now finishing his education at one of our univesities (sic). The young people were mutually plased (sic) with each other, and ere long a strong attachment had sprung up between them. Mr. Wilton liked the young southerner but he was not the kind of a man that he would have chosen to be the husband of his daughter, yet he was not one of those who used their authority in such a case as this, so whez (sic) Mr. Leeslie came to ask for the hand of Genie, Mr. Wilton told him that he would have chosen differently for his child, yet if Genie had made up her mind to marry no one else, he should not withhold his consent. Six weeks was named as the time which should elapse before Mr. Leeslie should claim his bride. The time appointed at length arrived, and the happy pair started for their southern home when the bride was received as the daughter by Mr. Leeslie's parents. Hardly were they established in their new home, when the roar of cannon told that the first gun had been fired which was to proclaim that war was declared against the union. At the first outbrae (sic) Mr. Leislie (sic) against the wishes of his wife, had joined the Chivelry (sic) and was preparing to lead a regiment against the government under which he had been reared.

Genie could not share the sentiments of her husband, and she pined for her old home, and wished she had not linked her destiny with one who could thus turn traitor to his country, but she was too sensible of the nature of her marriage vows to leave him and return to her parental home. But when, a few weeks later, he was brought home a bleeding, mangled corpse, her heart almost bounded with joy that she was now free to return to her parents, where she should not have the roar of cannon, and the rattle of musketry to tell her that the traitors were trampling on the flag she loved. Soon after the funeral she started northward, and arrived just in time to witness the marriage of Emily with a true and loyal man, who is now serving his country in this her time of need. Let us hope her lot may be a happier one than that of poor Genie.

Selected Contributions From Students' Olio  
Second Number, 1864

Editorial

In presenting the second copy of this volume of the "Olio" to the members of the Literary Union, we take the opportunity of presenting our heart felt thanks to those who have favored us with contributions, & hope if their misfortune should be to become editor, to have the privilege of enumerating them. Although some have been punctual in furnishing us articles for publication, yet from others we have met with the tart reply, "I can't write", or something else about as incredulous. But we shall take it for granted that you mean what you say and not ask you again. To such we reply, "Where there is a will there is a way." To the first mentioned we only quote an encouraging proverb, "The ready and liberal shall be rewarded." So to speak you behold yourself in the literary productions of the evening, and if the matter contained in this paper be worthy it reflects on the society; if frivolous it reflects credit on no one.

In terrorism we advise you in writing for future editions to beware of personalities. Peradventure a harmless joke might be tolerated, even though names were unintended; but is very hard for some persons to draw the line betwixt offensive & inoffensive jokes. We therefore think it best to avoid personalities.

Now if we wish to make the exercises of our Literary Union profitable & entertaining we must enter into the discharge of duties zealously and ardently. That which cometh of little labor is too apt to evade our grasp or like a vision sink into oblivion. But the greater the energy exerted and the more just the cause, the deeper will be the impression and the more abundant will be the rewards and are led to a realization of hopes. For our part we are conscious of something higher and noble awaiting us, the attainment of which requires a true, adhering, & ambitious spirit. We are shaping the handle of life and laying the foundation for a future period of prosperity or adversity. If distorted and meeting with irregularities, this may be expected of life. If our foundation is secure, so are we. Our predecessors have truly said, that it is not dependant (sic) upon the editors to make an excelsior of our paper, but upon our amanuensis.

Therefore seeing that the responsibilities of promoting or degrading the interest of our literary exercises devolve exclusively upon you, and that it not only heightens your interest but creates within the minds of those concerned, a spirit of rivalry. We indulge in amusements in their proper place, but the flitting pleasures of life, calculated for present happiness only is of far minor importance, compared to the objects we have in view in meeting here from evening to evening. Owing to the pressing necessities of our school studies, and other duties of no less interest having befallen us, our time has been very much limited, and are thus prevented from making our paper what we wish to.

Walter Basye  
Maggie Buck

### What Ladies Should Not Do In Company

Dear young ladies, will you take the advice of an experienced and well-wishing friend? It is given with sincere regard for your present and future well being. Will you guard against all kinds of rudeness in company? First, do not act as though you thought you were the most important person in the room, and that every one else thought so. Second, do not laugh too loudly, nor too much. Third, do not try to draw the attention of every one in the room to yourself. It is far (?) to be bashful than bold or boisterous. Fourth, when anything is proposed to a company, and the majority seem to favor it, do not oppose it, if it is not just agreeable to your wishes. It is better to make a little selfsacrifice than to spoil the enjoyment of others by your conduct. Fifth, avoid all affectation. Do not talk as if you were afraid to round the letter r. It is better to seem a little rough and unrefined than affected. Better show your ignorance than to seem to know that which you have no knowledge of. In short, be modest. Seek to wear the ornament of a meek and quiet-spirit.

Stanzas

The tall and stately oaks decay,  
The loveliest flowrets (sic) fade.  
They wither in the morning ray,  
And fall in evening's shade.

So fades the molds of human clay.  
The loveliest and the best  
Grow older with each passing day,  
And soon are laid to rest.

Not grace or beauty, strength or wealth  
Can yield an hours reprieve;  
Majestic forms may fall in health,  
And leave their friends to grieve.

Death follows hard with us in view;  
No bribe a life can save;  
Short is the path, the stations two,  
The cradle and the grave.

Short is the space and short the time,  
But dangers thickly crowd.  
Around us, forms of guilt and crime,  
Above, the threatening cloud.

Our mortal foe seeks to display  
The terrors of the tomb;  
With malice he besets our way,  
Till we arrive at home.

Prize not the things of earth too dear;  
This world is not our home.  
When we are done with all things here,  
There is a world to come.

**"Reading enriches the memory; conversation polishes the wit, and contemplation improves judgment."**

**Why is the name of a certain gentleman in our society like the southern coast of Asia?**

*Because it contours a bay and a sea.*

McCellan's Warning

*A voice from the grave  
Hark from the tomb a doleful sound  
Mine ears attend the cry.*

I cry to the dwellers of earth, and my voice is to you, oh ye children of men. I charge you, oh ye children of mortality, take warning of my fate & follow not in the path I have trodden.

Beware of evil minded men, who prefer to serve God & their country by setting themselves against the rulers of the land.

Trust not nor follow blindly those men who say that party is of more importance than the interests of their country. Know ye not that they are blind leaders of the blind; and that they with their followers are (?) are long to fall together in the ditch? Suffer not yourselves to be led astray by men of fair speech or specious promises, who outwardly appear fair; they may be but whited (sic) sepulchers; remember that Satan can transform himself into an angel of light.

Beware of stepping on dangerous ground; set not your feet on Platforms constructed by men who know not God & who lay not the foundation of their structure on the eternal rock of Truth and Justice. Know ye not, it is dangerous to stand on the Platform. For I myself when amongst you attempted to do this thing, but in vain for holding in one hand an olive branch and in the other a drawn sword, I stepped upon the Platform.

And lo the structure--which was erected in the midst of a great city which lieth toward the setting sun--proved to be a confused & ungainly mass of unsound timber, unburnt brick, stone, & straw, poorly put together & daubed with untempered mortar gave way & fell and burying its builders under its ruins and there were slain of men a great multitude and amongst them was was (sic) St. Clement who was our prophet, priest, & king, who is now with me in this place and shadow of death.

Therefore oh ye dwellers of the shores of time, take heed of yourselves, beware of men who cry peace, peace, when there is no peace. For I have found there is no peace for us even in the grave. Give not ear to the specious pleadings of men seeking for power, for their words are false & their promises vain, though their words may be smoother than oil. Set not yourselves in array against the powers that be, if you would gain position in the world, even though the men that set themselves up as leaders, be in their day & generation wiser than the children of light. Finally oh my brethren where again ye seek the control of this nation, choose a man who is neither for war nor peace; gives earnest to the revealed will of the people. Choose me to build a platform on which you may stand with safety; remember the fate of the Chicago platform of us who were crashed by its fall & now lie cold & stiff in the silent grave with no hope of resurrection. I have been Captain of Host in the army of Freedom, but being more attached to the spade than the musket, my position was taken from me. Wherefore I set myself against the ruler of

the land, having a hope that I might be called to succeed him, but the fatal act of stepping of that platform sent me instantaneously to dwell in the midst of darkness and silence amidst the shades of departed greatness. Thus I being dead yet speak unto you oh men in the hope, that you may profit by my words. When again in the field battling for the control of a nation choose not for your leader a man who has in all points proved a failure. Avoid the Ace of Spades for there is danger that the spades left rusting in the field will rise & condemn you.

And above all things else my brethren, read my record and my epitaph, and think of my fate, and know that "it is dangerous to stand on the Platform".

*Here lies a man who died of late,  
And straight he went to heaven's gate,  
But Abram met him with a club,  
And drove him back to Beelzebub.*

### Home

When we reflect upon that dear old home, and its surroundings, though our hearts may harden to every thing besides yet at that thought a softness seems to penetrate the heart which makes us feel our dependence upon those who have been our guardians through life, and creates within us a longing to again behold the pleasant spot of our childhood; the birds do not sing so sweetly nor the harvests look so gay nor the green foliage so ennobling as in our own familiar fields and forests. Though we traverse the vast praries (sic) of the west and behold the beauties of nature even to California's western shore and mingle among the magnificence of architecture eastward to the Atlantic yea though we cross the deep blue Ocean and explore the many wonderful works of man in the old world yet we find nothing so enticing, so loving as our own dear home, be it ever so humble. Though we go out at night to view the arched heavens in all its splendor, yet the moon and the stars look not so beautiful and they even fail to attract the same degree of attention or in short fail to interest the mind as when standing at our own threshold, well might the poet sing.--

*Home home sweet home  
There is no place like home.*

### Life In Camp

The rolling drum with trembling thrum  
At early dawn, arouses all.  
The captain's shout, calls each one out  
To answer the morning call.

Hard to be confessed, the soldier's rest  
Is not on "flowery beds of ease,"  
The earth or boards a couch affords  
Beneath the shade of tents or trees.

The measured beat of many feet  
 Sounds sadly through the sullen gloom  
 Earth echoes dead the heavy tread  
 Or trembles neath the cannon's boom

From morn til night hours wing their flight  
 Upon the dull yet changeful scene;  
 The wheeling squad there track the sod  
 Or slowly files across the green.

Here mortals train for fields of pain  
 Here fit them for the bloody and strife  
 In eager haste they thirst to taste  
 The glory of a soldier's life.

Eager to close with rebel foes  
 They curse the moments as they fly.  
 God be their shield when in the field  
 There many shall be called to die.

O, could I see the bended knee  
 The forehead bowed in reverent fear  
 For brighter hope should cheer me up  
 To feel the hour of victory near.

I can but fear, when round I hear  
 Blasphemous oaths and words obscene,  
 Lest God look down and on us frown.  
 What serves us from his wrath to screen?

Though right the laws and just the cause,  
 Will heaven to bless those armies deign?  
 When God's great name they thus blaspheme  
 And all his attributes profane?

His sacred day to sports and play,  
 Instead of Sabbath rest is given.  
 With shout and yell and oath as well  
 Men dare defy the wrath of heaven.

Angels might grieve to see men leave  
 Their homes, their loved ones all behind  
 Thus ill espouse, in sin carouse  
 And drive God's threatenings from the mind.

The hour draws near when we must hear  
 The musket's crash and the cannon's roar;  
 The shriek, the yell of shot and shell,  
 And stand on fields well stained with gore.

Must honors win mid battle's din?  
 And not the nation's honor stain?  
 Repel the arm that seeks her harm  
 Or fall beneath the heaps of slain.

#### A Riddle

What is it man loves more than life,  
 Fears more than death or mortal strife?  
 The miser spends, the spendthrift saves,  
 And all men carry to their graves.

### Selected Contributions From The Students' Olio Third Number, 1864

#### Editorial

For the first time in our lives, we have been called to sit in the editors (sic) chair. It came so unexpected, that we were taken by suprise (sic). We had supposed that we would not have been promoted to that high and responsible office. And methinks that if the people outside of Platteville new (sic) of there being a chance of them becoming Editors of the Student Olio by joining the Literary Union they would flock in by thousands, but they would find themselves sadly mistaken, if they came for that purpose. Ye editors have come to you with tears in their eyes entreating you for a contribution, for our paper, but ye have answered us nay, and said we have no time to write for our paper. Ye editors would suggest (sic) the following motto, That where little is given, little will be required. Owing to our dispatches coming so late, we are unable to present to our readers as good a paper as we would wish to. Our dispatches from the war are among the missing, we think the rebels must have made a raid a (sic) taken them, for we cannot account for them any other way. We thank those who have contributed to its columns, and hope those that did not contribute to its pages, may be benfited (sic) by reading it for they were not benfited (sic) by contributing to its columns.

Editors

#### Intemperance

Intemperance is the excessive indulgence of our passion and appetite in the immoderate use of alcoholic drinds (sic). Those (sic) is nothing which has a greater tendency to subvert our morals and flings us into degradation and misery then (sic) the immoderate use of spiritous (sic) liquors (sic). It has ruined thousands. Often the most brilliant talents and of the highest intellect have alike been overpowered by it

and sunk into the lowest depths of degradation and shame. How often do we see men starting in life with a bright and flattering prospects of success, who bid fair to become honored and influential members of society, contract a habit of indulging to (sic) freely in the use of intoxicating (sic) drinks, and by so doing have neglected their business pandered every thing to their desire for strong drink brought disgrace and ruin upon them (sic) themselves and ended their miserable existence in a drunkard's grave. But this is not all the drunkards not only brings misery upon himself but his family must suffer with him. They must share the poverty, the misery of his wretched (sic) lot and Oh what a fate is that of a drunkards (sic) wife. Poor and wretched (sic) she drags out a miserable existence (sic) while he to whom she looks for support and comfort spends his whole time at the grocery intent only on the gratification of his appetite for strong drink. But this is not the only evil which intemperance brings upon us. If we examine the statistics of crime we shall find that more than one half of the crimes committed have their origin in drunkenness. Pauperism may be traced to the same source. And yet there is no evil so common. Notwithstanding the misery it brings on a community we find every where we go Temples for the worship Bachus (sic) and persons dealing out this pernicious beverage who for the sake of gain sends thousands of his fellow creatures to an eternity of dark despair. And yet they are considered respectable the law protects and licence (sic) them to fill our jails with criminals and the asylums with mad men. Well would it be for the world, if it was banished forever from amongst (sic) us, it would lessen and many of the evils that are so prevalent (sic) in this sinstruck world and make us a happy and better people.

George Oliver

What is the difference between an engineer and teacher?

*Answer—One minds the train and the other trains the mind.*

It is estimated that rum costs the United States one hundred million dollars annually (sic).

A Traitor—A fit fruit to hang from the boughs of Liberty.

#### Lines On A Short Distance To Go

In this our little town,  
 There are ladies (sic) of great renown,  
 Some are pretty, and all are very neat.  
 Who think it very proper there (sic) bauxs (sic) to defect,  
 And when gents pop the question, instead of saying no,  
 They say, I thank you, I have but a short distance to go.

Now the gents think it a perfect shame,  
 And that the ladies are greatly to blame,  
 Thus to scatter their mittens around (sic),  
 Which if once lost, may never be found,

And you young ladies instead of doing so,  
Do not say, I thank you, I have but a short distance to go.

And now ladies, do you all understand,  
That such things, do really exist in our land,  
That gentleman have thus been treated,  
In a truth by all unwelcomely greeted,  
And now ladies, if you dont (sic) want a beau,  
Just say, I have, but a short distance to go.

### Our Union

Our Union must and shall be preserved, is the motto of our country and why not have the motto of our Literary Union the same. If we want our Literary Union preserved, we must all enter into the spirit of it else it will amount (sic) to nothing. We must all take hold of it in earnest (sic), and try to do our best and then our officers, cannot complain (sic) about our not doing anything, and we try and make it as interesting as possible (sic), else there is (sic) some of the members that get tired of listening, and try to amuse themselves some other way, such as leaving their seats, whispering. Now that is not the right way of (sic) do, and it general (sic) causes Mr. President (sic) to speak, and it also causes some difficulty (sic) to speak to the person who is reading, reciting, or what ever duty he or she may be performing. As a general thing we usually meet early enough to have a good talk with each other before the proceeding commence and then we have a recess of some ten to twenty minutes or more. Most all of the members of the Literary Union came to learn and try to become useful to themselves and others. What is our object in coming here one night every week, if it is not to learn something that will be useful ever after. If we do not come here to try to learn something that will be useful here, we might as well stay at home and perhaps (sic) better might be of some use at home.

Darkness--a blind Ethiopian in a dark cellar at midnight looking for a black cat.

Qus. Why is a certain (sic) young lady that attends our school like oak leaves in winter?

Ans. *Because (sic) she is always brown.*

### The Scholars (sic) Hope

The scholars (sic) hope, while attending school is to gain the top most round in the ladder of science. He is eager to excel in all of his studies that he may become useful in life. He studies day after day eager to advance as fast as he can, and trying to out run his fellow students, some of whome (sic) are spending their time for naught, while he is studying every moment of time he can, hoping to gain the top which none but the industrious scholar ever gains.

A scholar who is ambitious will get his lessons well and be ready to recite as soon as he is called on by his teacher, but the lazy scholar who does not care weather (sic) he

ever gain the hell (sic) of science, or not, scarcely ever has his lessons perfect, and when called on by the teacher to recite he either shakes his head, or says I dont (sic) know any thing about it. Such a person cannot possible (sic) have any hope of ever becoming a learned or useful person in life.

### Selfdenial

It may be rather unplesent (sic) to practice selfdenial untill (sic) we have bcome (sic) somewhat accustomed to it for as in all things else there must b (sic) a begining (sic). But when we practice selfdenial properly and have seen the benefits that are derived from it, it gives us pleasure. And it is an honor to one to practice selfdenial, even in things that may seem to be of little importance. It is our nature (sic) to do contrary to right in almost every (sic). Therefore to do right we must practice selfdenial. When we awaken from sleep on a cold frosty morning, it is natuaral (sic) for us to wont (sic) to lie in bed, rather than to jump up at once as selfdenial would teach us, but the longer we lie and think about it the harder the task appears (sic) to be so it is better to practice selfdenial at wonce (sic). To get along in this world properly we must deny ourselves of a great many pleasurs (sic) and by so doing pirhaps (sic) we shall shun a great many unpleasant things. But selfdenial must not stop with things pertaining to this life only for Christ hath said "if any man will be my disciple let him deny himself take up his cross and follow me." Then the life of a christian is a life of selfdenial. But how few there are who practice selfdenial in all things, but it is certainly the most honorable, and best way of conducting one's self as regards the things of this life, and is indispensable (sic) in preparing for the one wich (sic) is to come.

Truth, is like a cork you may keep it down while you put a pressure upon it but it is sure to come up to the surface at last.

A town in South Caroline (sic) has ben (sic) named Secissionville (sic) but the Secessions (sic) villains of South Carolina are by know (sic) means confined to one town.

### Compliment

I have got a new pair of boots said A to B, putting one forward as a sample. Nice fit, ain't they? I just bought them to wear in genteel society. They will be likely to last you your lifetime then, said B, rather viciously, and be worth considerable to your heirs after you are dead and gone.

### Be Firm

The wind and the waves beat against a rock, planted in the rough ocean, but it moves not it remans (sic) fixed. Be like that rock. Vice may entice the cup may invite, but "if sinners entice thee consent thou not". Stand firmly at your post; no cowardice this but true bravery, never mind the mocking sneer, you can very well put up with that when you know you are in the right.

There is glory in the thought that you resisted temptation and come off victorious. Your example will be to your comrades what the lighthouse is to the mariner on the sea shore. It will guide hundreds, to the harbor of virtue and safety.

J. S. C.

### Great Heights

Height of folly--To get drunk and lie across the railroad to obtain repose.

Height of inquisitiveness--To climb the house top and look down the chimney to see what one's neighbor had for dinner.

Height of civility--To run against a post in the street and then beg pardon for the encounter.

Height of bravery--To flagellate (sic) a man whose openly avowed religious principles forbid his fighting, even in self defence (sic).

Height of gallantry--When intoxicated to reel along the street with a lady on your arm to escort her safely home.

Height of independence--To quarrel with your neighbors who will not agree with your views and notions of things.

Height of aggravation--To allow your nose to fly off and hit the pump handle because the rivet is broken out and they have neglected to put another in.

The Arabs always allow a man to divorce himself from a wife who does not bake good bread. Were such a law in force in our country, half the married ladies would be in danger of falling back into single blessedness. All owing to poor ovens, though.

### Turkeys

What means this cry throughout the land,  
Just when Thanksgiving is at hand,  
Why pace those turkeys to and fro,  
With countenances (sic) fraught with woe.

It must be the cold weather sure,  
Which makes them thus look so demure  
Or can it be that they do fear,  
The end of their existance (sic) near?

With measured steps they walk the cage  
 And every hour seems quite an age  
 For near a week they have not slept,  
 Their minds in such suspense (sic) was kept.

Ah! Foolish Hope! Why didst thou thus,  
 With those young turkeys, raise that (?)?  
 If thou alone had not been nigh,  
 They could with resignation die.

But now all trembling and in fear;  
 Their keepers steps they plainly hear.  
 He comes with anger in his face,  
 Resolved to murder the whole race.

With axe in hand he now begins--  
 He cuts them off in all their sins,  
 Their screeches he does nothing heed,  
 But wrings their necks with awful speed.

Thus many thousands have been slain,  
 And every year 'tis all the same;  
 And turkeys all in sorrow sigh,  
 Until Thanksgiving day is by.

#### A Sympathizer

Dangerous--A blue eye, a witching smile, a silver voice, and green fruits of all kinds.

Conundrum--Why do the young ladies of this school shun one of the students.

*Ans--Because they wish to keep out of harm's way (Harms' way).*

#### (Final comments by editors)

We regret that we have not space to insert the following very excellent articles, and would say to the contributors, that we fully appreciate their kindness and will give their articles a place in our columns at some future time.

A Visit to Niagara

F. S. Joslyn

How to make Noodle Soup

Prof. G. M. Guernsey

An advertisement for a new and excellent kind of blood pills, warranted to contain nothing but minerals.

Prof. Chas. H. Allen

The Great Atlantic Cable

Lizzie Patterson

How to Learn Children

Mr. Grigsby

Seven years experience as conductor of a Rail Road

Prof. Wernli

American Institutions

Mattie Brooks

The above "final comment" by the Editors is most intriguing, because at least four of the "future-time-contributors" were subsequently to serve as members of the faculty for the Platteville Normal School, namely, F. S. Joslyn, Prof. G. M. Guernsey, Prof. Chas. H. Allen, and Prof. Wernli.

Because the "final comment" appeared to be "pasted in" on the final page of the Olio--Third Number, 1864, it may not have been originally included in the Olio--Third Number, 1864. If not, the "final comment" may have been taken from an edition of the Olio subsequent to the Olio--Third Number, 1864.

Credence for such a possibility can be ascertained in recognizing that Prof. Wernli never served on the faculty of the Academy, but upon the opening of the Platteville Normal School in 1866 he was appointed to serve as the Assistant Principal. Prior to serving at the Platteville Normal School, Wernli had been a Principal of the Second Ward School in Milwaukee.<sup>52</sup> Yet, it is possible that the Editors of the Olio--Third Number, 1864, could have been acquainted with Jacob Wernli, and they had solicited his contribution prior to his coming to Platteville. Yet, such possibility appears to be rather unlikely.

The three other contributors listed on the final page of the Olio--Third Number, 1864, and whose articles could have a "place in our columns at some future time", are described below:

*F. (Fannie) S. Joslyn--was initially employed by Josiah Pickard in 1849, and in 1866 she became a hold-over faculty member from the Academy to the Platteville Normal School.*

*George Guernsey--served as the sixth and final Principal of the Platteville Academy from 1860 to 1866 and was a teacher of mathematics at the opening of the Platteville Normal School in 1866.*

*Chas. H. Allen--was employed by the Board of Regents of Normal Schools for 1861-62 to coordinate teacher education offerings among the Wisconsin Academies and Colleges. Later he was associated with the University's (Madison) Normal Department, and subsequently became the first Principal (President) of the Platteville Normal School.<sup>53</sup>*

Thus, if the Editors of the Olio did succeed in finding "a place in our columns at some future time" for these prominent educators, such future Olios would have contained contributions of excellent quality and of historical significance. Because such fulfillment appears rather unlikely, those "future" editions of the Olio must remain as an unfulfilled pique for historians of the Platteville Academy.

### Attempts For Higher Education in Wisconsin That Didn't Occur

The Wisconsin Legislature chartered more than sixty academies and seminaries between 1855 and 1857. "One of these was the Collegiate Institution at Hazel Green, whose blatant advertisements, caused some concern among the friends of the Platteville Academy that their school was in danger of being eclipsed".<sup>54</sup>

In addition to creating charters for Academies, Colleges, and Seminaries, the Wisconsin Territorial Assembly chartered the Wisconsin University at Belmont in 1836; the Mineral Point Seminary in 1838; the Cassville Seminary in 1838; and the Sinsinawa College in 1848. These charters of Southwestern Wisconsin schools either did not culminate in an educational institution or, if an educational institution was established, it had a life-tenure of only a few years. Yet, the hopes and aspirations for the creation of an institution of "higher education" in these Southwestern Wisconsin communities were sufficient to motivate legislators to introduce and secure legislative approval for their chartering.

Pickard was Wisconsin's Superintendent of Public Instruction during 1860-64 and just prior to the period of the passage of the acts creating the Wisconsin Normal Schools. In their annual reports, both Pickard and his successor, John G. McMynn, described the need for the creation of separate schools for the education of teachers as "an absolute necessity". Yet, because of the unstable conditions caused by the Civil War, neither Pickard nor McMynn was ready to recommend the establishment of such schools.

Enactments by the Wisconsin Legislature in 1865 repealed the 1857 statutes providing for payments to academies, colleges, and seminaries for teacher education. In 1866 legislation was enacted providing for a Board of Regents of Normal Schools with authority to accept state funds; divert such for erection and maintenance of normal schools; establish courses of study; grant diplomas; appoint administrators and teachers of the normal schools; and to examine candidates for diplomas.

These legislative acts served as the death-knell for the Platteville Academy and provided for the creation of new educational institutions with greater potential for service to the state and nation. Surely, Pickard was aware that the creation of Wisconsin Normal Schools would lead to the demise of his cherished Platteville Academy, but he recognized that the student subsidies for teacher education, as provided for academies, seminaries, and colleges, could not have made available the supply of competent teachers that Wisconsin and the nation desperately needed. Consistent with his reputation for integrity, he chose to lend full support to the creation and support of the Wisconsin Normal Schools.

#### The Platteville State Normal School

As authorized by the Wisconsin Legislature, the Board of Normal School Regents decided to locate a State Normal School in each of the three Congressional Districts--1st, 3rd, and 5th. On February 28, 1866, the Board of Regents of the Wisconsin Normal Schools voted to locate a Normal School for the 3rd Congressional District at Platteville and also a Normal School for the 1st District at Whitewater.

As an indication of the fierce competition that existed in the 3rd Congressional District for the location of a State Normal School, in its February 15, 1866, edition the Grant County Witness entered the following under the caption, "A Good Joke":

*The Prairie Du Chien in its last issue understands that the Board of Normal School Regents have located one of its Normal Schools in Prairie Du Chien. When it is recollected that the Board announced their decision to select no location until the end of February, this is a rather singular announcement. It shows the anxiety of the Prairie Du Chienites on the subject.*

*The only advantages we can see in locating a school in Prairie Du Chien is that is probable that half of the students would die off every year and make room for the new ones. In this way one school might be made to accommodate the whole state. This idea certainly deserves consideration on the ground of economy.*

Tempting offers of free land and supplementary financing were extended to the Board of Regents of Normal Schools from other communities. Only because the Trustees of the Platteville Academy relented from their initial requirements did the Board of Normal School Regents decide upon Platteville as a location for one of the first two State Normal Schools.

Originally the Academy Trustees requested \$25,000 in compensation for occupation and the use of facilities of the Platteville Academy, and, also for the Board of Normal School Regents to assume an outstanding debt of \$4,000. But as result of many local meetings and pressure from local citizens, the Trustees of the Academy offered to provide a legal transfer of the Academy's building, grounds, library, and instructional equipment for purpose of locating the projected State Normal School at Platteville. In addition, the citizens of Platteville "resolved to petition the Legislature to pass an act directing the town clerk to insert on the tax roll a sum sufficient to meet the outstanding obligations of the Academy and leave a surplus of \$5,000 to be appropriated by the Board of Normal School Regents for building purposes".<sup>55</sup> Such a petition from citizens of Platteville indicated a very serious intent at the local level.

There appears to be little doubt, that the willingness of the Trustees to donate the grounds, instructional equipment, and the library of the Platteville Academy, provided the major influence in the decision by the Board of Regents to locate the first Wisconsin Normal School in Platteville. Also, the enviable scholastic reputation as achieved by the Platteville Academy served as supplementary motivation, as attested in March 1866 by the editor of the Grant County Herald, who stated, "The Platteville Academy has already schooled and prepared more teachers than any other two or more academies and colleges in the state".

<sup>56</sup> Such an evaluation of pride would have included the University of Wisconsin (Madison).

An editorial in the March 8, 1866, issue of the Grant County Witness provided a forthright consensus of the citizens of Platteville relative to the location of the first State Normal School at Platteville:

*Our youth, whether they design to become teachers or not can thus have the advantage of the ablest of teachers and the best educational facilities to be procured at a trifling cost compared to*

*the expense at a first class private institution of learning. When they realize all the benefits it will confer, our country friends will cease to wonder why Platteville went so strong for the Normal School.*

*The decision of the Board of Regents to locate in Platteville the Normal School which we have for past few weeks been making such efforts to secure causes great rejoicing among our citizens. The benefits our town and the surrounding country will derive from this school can hardly be over-rated, but as in our last weeks issues we endeavored to fully set them forth, we will not dwell upon the subject.*

### Follow-Through of the 1842 Charter of the Platteville Academy

The significance of any Charter is determined by the "follow through" of the intent of the Charter. The deficiencies of the 1839 Charter creating the Platteville Academy were soon recognized by both the Trustees and the Principals of the Academy. Fortunately, the "follow through" of the 1842 Charter culminated in a viable Platteville Academy from 1842 until 1866.

In addition to the provision of physical facilities of the Platteville Academy, in 1866 two faculty members of the Academy transferred to the Platteville Normal School. These two "hold over" members of the Platteville Academy faculty were Fanny Joslyn and George Guernsey. The latter had served as the sixth and final Principal of the Academy.

Miss Joslyn served as the Preceptress for the Academy from 1849 until 1866, and the 1866-67 Normal School catalog listed her teaching responsibilities as Botany and Physiology. The 1867-68 Normal School catalog provided her with the title, Preceptress--her former title at the Academy. She remained on the Platteville Normal School faculty until 1870.

George Guernsey was appointed to serve as a Professor of Mathematics at the Normal School, and apparently, he served in that capacity for only one year. The 1867-68 Normal School catalog indicated Guernsey was replaced by Duncan McGregor. George Guernsey remained in Platteville and entered the insurance business. He served as the Grant County Superintendent of Schools from 1874 until 1878.

If Esther Sprague, the first Principal of the Model School of the Normal School, would not be considered as a member of the teaching faculty of the Normal School, one half of the first year teaching faculty of the Normal School were former faculty members of the Academy--namely, Fannie Joslyn and George Guernsey. The other two first year teaching faculty members of the Normal School were Charles H. Allen, Principal, and the Assistant Principal, Jacob Wernli.

In 1855, seven years after Pickard had organized classes specifically designed for the education of public school teachers, the Board of Regents of the University of Wisconsin at Madison provided its first evidence of concern for Teacher Education. Such concern was evidenced by the creation of a Normal Department with Henry Barnard as its head.<sup>57</sup>

Although the Board of Regents of Normal Schools had decided to locate Normal Schools in the 1st, 3rd, and 5th Congressional Districts, the Board decided to delay

choosing the location of the Normal School in the 5th District after announcing that Normal Schools for the 3rd and 1st Districts would be at Platteville and Whitewater, respectively. As described in the March 29, 1866, edition of the Grant County Witness, "Platteville and Prairie Du Chien were the only claimants in the 3rd District, and the offers of Baraboo and Platteville were equal from a pecuniary view".

After screening of candidates for the Principalship of the newly authorized Normal School at Platteville, the Board of Regents announced in August, 1866, that Charles H. Allen would serve as the first Principal (President) of the Platteville Normal School. Allen served in this capacity until his resignation in 1870.

The two-year Platteville Normal School Catalog of 1866-67 and 1867-68 contained the following oath, which was adopted by the Board of Regents in July, 1866:

*In consideration of advantages furnished me by the State of Wisconsin, I make the following declaration: I \_\_\_\_\_ do hereby declare that my design in entering this school is to fit myself for the business of teaching, and it is my intention to engage in teaching in this State after leaving the Normal School. I will report to the Principal of the Normal School at Platteville as often as twice every year for at least two years, and once each year thereafter, as long as I remain a teacher. When I leave the work of teaching, I will notify the Principal of the School aforesaid with my reason there for.*

The subsequent years of the Platteville Normal School were characterized by substantial increases in enrollment and more comprehensive curricula offerings. In spite of the construction of three additional wings, which more than quadrupled the original 7,800 square feet in the Platteville Academy building constructed in 1853, the increases in enrollment at the Platteville Normal School could not be accommodated. As a result, on August 26, 1907, the Normal School campus moved a few blocks West and occupied a new structure which subsequently became known as "Old Main".

#### Students from the Platteville Academy at the Normal School

The 1866-67 Platteville Normal School Catalog indicated that 41 students were categorized as, Preparatory and Academic, and the 1867-68 Catalog listed 64 students in this category. The 1867-68 Catalog stated that, those "academic" students and other students, who were not willing to sign the oath of declaration to become teachers, could be accommodated, as follows:

*As long as there is room in the school, a limited number of Academic pupils will be received, but no special classes will be formed for such. Academic pupils and those not willing to make and carry out the above declaration, will be charged a tuition fee.*

Since the majority of Academy students were enrolled in courses with objectives other than teacher education, most of the Academy students transferring to the Platteville Normal School should have been categorized as, "Preparatory and Academic". The enrollment of such students was accommodated by the above provision.

The continuity of students from the Platteville Academy to the Normal School can be affirmed by a comprehensive letter that Pickard sent to J. H. Evans (1836-1919) on January 18, 1913. A copy of this letter was published by the Platteville Journal on March 14, 1917. Pickard ends his letter as:

*"My personal interest in the school ended with its opening in October, 1866, when the students of the Academy became the students of the Normal School."*

The January 18, 1913, letter from Pickard to Evans provided an historical development of the Wisconsin Normal Schools and described the role of the Platteville Academy in providing for education of teachers prior to the advent of the Wisconsin Normal Schools. Because of the recognized integrity of Pickard and of the intimate acquaintance of both Pickard and Evans with the development of the Wisconsin Normal Schools and of the Platteville Academy, the contents of this letter can be considered as an authoritative source of information.

Since the Platteville Academy Catalogs for 1864-65 and for 1865-66 are not available, and may never have been published, it is not possible to learn of the extent of continuity of students from the Platteville Academy who enrolled in the Platteville Normal School in 1866. The above quote from Pickard's letter to Evans provided the only available evidence of a continuity of enrollment of students from the last year of the Academy, 1865-66, to the first year of the Platteville Normal School, 1866-67.

The Platteville Normal School opened on October 9, 1866, and the 1866-67 Catalog indicated an enrollment of 210 students, which included 99 students enrolled in the "Normal" division; 41 students were classed as Preparatory and Academic; and 70 students were enrolled in the Model School. The 1867-68 Catalog documented an increase in enrollment for the second year to a total of 316 students, which included 143 Normal Students; 64 students classed as Preparatory and Academic; and 116 students were enrolled in the Model School. To arrive at a total enrollment of 316, a total of seven students were considered as being "included twice".<sup>58</sup>

Observe that, if the elementary school pupils in the Model School would be omitted, the student enrollments during the first two years of the Platteville State Normal School were 140 and 200, respectively. Such enrollments during each of the first two years of the Platteville State Normal School were significantly less than the maximum enrollment of 310 students achieved by the Platteville Academy in 1857-58.

#### Predecessors of U. W.-Platteville

If the origin of "higher education" at Platteville is interpreted as the initial date when the Wisconsin Legislature authorized the creation of a governing Board for a Platteville Campus and provided for the bulk of campus financing, then 1866 must be accepted as the year of the founding of U. W.-Platteville. Yet, if the origin of "higher education" at Platteville can be interpreted as the initial date when the Wisconsin Legislature approved a Charter for a Platteville Campus, then either 1839 or 1842 could qualify as the origin of "higher education" at Platteville. But, since the mode of financing served was the most distinguishing feature differentiating the Platteville Academy from the Platteville Normal

School, as well as for the subsequent Platteville campuses, apparently 1866 should serve as the founding date of U. W.-Platteville.

Because the Madison campus of the current University of Wisconsin System was created by the Constitution of Wisconsin, it can trace its earliest origin to 1848. Yet, nine years earlier than this origin of the Madison Campus, the Platteville Academy represented Wisconsin's first attempt to provide for a form of "higher education".

Both the first Normal School in Wisconsin at Platteville, as well as the current University of Wisconsin-Platteville, were progeny of the Platteville Academy, the first institution of higher education in geographical area which is now called Wisconsin. John H. Rountree can be considered as the founder of the Platteville Academy, but Josiah L. Pickard must be extended primary credit for the role of the Academy in the promotion of high academic standards and adherence to basic democratic values. In such roles both Rountree and Pickard provided beneficial influence upon the Platteville Normal School, and a continuity of this mission provides a significant challenge for the current University of Wisconsin-Platteville.

Upon recommendation by the faculty of the Wisconsin State University-Platteville (now the University of Wisconsin-Platteville) in 1969, the Board of Regents authorized the naming of a Residence Hall in honor of the contributions that Josiah L. Pickard had extended to the creation of the current University of Wisconsin-Platteville. Now there are two "Pickard Halls" honoring the memory of Josiah L. Pickard--at the University of Iowa, Iowa City, and at the University of Wisconsin-Platteville.

### Platteville's Pride

The founders and promoters of the Platteville Academy can be proud that their pioneering efforts resulted in 27 years of "higher education" (1839 to 1866) at Platteville, and that such efforts subsequently culminated in the creation of the University of Wisconsin-Platteville. Undoubtedly, such culmination exceeded the fondest dreams of John Rountree or any of the Trustees or Principals of the Academy, with the possible exception of Josiah L. Pickard, the fourth Principal of the Academy. Such culmination could have been encompassed by Pickard's dreams and far-reaching foresight.

The Platteville Academy provided the first "higher education" opportunities in Wisconsin, and the genesis of the subsequent campuses for higher education at Platteville can be based upon the existence of the Platteville Academy.

The history of the Platteville Academy lends credence for the insignia of the University of Wisconsin-Platteville to be, THE PIONEERS.

December, 1993

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