
Index

Italicized page numbers refer to images.

- academic degrees and titles, 479
- academy system. *See also* Brigham Young Academy; Church school(s)
 - counsel for teachers in, 474–77
 - expansion of, 464–71
 - and increased responsibilities for Karl G. Maeser, 471–74
 - and philosophical rivalry with East, 477–83
- accountability, 395–97, 572, 584, 593
- Adey, John, 191
- agency, 395–97, 408–14, 448, 572
- allgemeine Bildung*, 4–5, 36–37
- Allgemeine Deutsche Lehrerverein, 47–48, 56
- alphabet
 - recitation of, 450
 - teaching, 245
- Alps conference, 265
- “alternate method,” 244
- America. *See* United States
- analytical method of teaching, 238
- Anderson, Joseph, 477
- Andree, Karl, 79
- Anschauung*, 218–20
- antipolygamy laws, 483–85, 513
- antithetical theorists, 240–41
- apostasy
 - and fight for public schools, 319, 334–37
 - James T. Cobb and, 303–5
 - Juvenile Instructor* articles regarding, 305–12
 - Utah Magazine* and, 298–303
- Appleby, William I., 171
- Aristotle, 403
- arrest, of Karl G. Maeser, 469
- arrogance, 435, 447. *See also* pride

- Arsenal Hill explosion, 357–59
 authority. *See also* priesthood
 abuse of, 435
 agency and obedience to, 409–12
 reverence for legitimate, 412–13
 auxiliary organizations, 345–46
- Baldwin, Joseph, 514–15
 banyan tree, 482–83
 baptism
 of Karl G. Maeser, 105–8
 of Karl G. Maeser's family members,
 108–9
- Basedow, Johann Bernhard, 230–31,
 247n.9
- Bauer, Edgar, 135–38
- Bell, Andrew, 231–32, 247n.14
- Bible
 Karl G. Maeser on, 133
 and secularization of public schools,
 324
- Blaine Amendment, 351n.18
- Board of Education
 Karl G. Maeser appointed to, 472–74
 requirements of, 477–79
- board of examiners, establishment of,
 478–79
- Bohemia
 Karl G. Maeser's teaching assign-
 ment in, 24–26
 Protestant worship services in, 40–41
- Book of Mormon
 German translation of, 74, 474
 James T. Cobb on, 305
 Karl G. Maeser's writings on, 274–76
- Brandley (Brändli), Theodore, 281,
 283–84
- Brighamites, 170
- Brigham Young Academy
 adversity facing, 368–70
 daily self-preparation scores at,
 417–18
 and difficulties with Benjamin Cluff,
 485–87
 enrollment interview for, 414–15
 evolution controversy at, 548–51
 financial difficulties of, 466–67, 514
 finding replacement principal for,
 480
 fire destroys, 380–82
 following fire, 459–62
 Founder's Day, 516–17, 557–58
 founding of, 346–49, 363–65
 George Sutherland attends, 389–90
 governing principles for, 366–68,
 390–91, 492
 importance of, 481–82
 Karl G. Maeser as principal of,
 365–66
 Karl G. Maeser leaves, 473, 492–93
 Karl G. Maeser's dedication to,
 468–70
 Karl G. Maeser's work at, 506–7
 Karl G. Maeser takes complete
 control of, 465–66
 Maeser Day at, 587–88
 monitorial system at, 418–23
 new building for, 490–92
 non-LDS teachers at, 523
 organization of, 370–74
 petitions for return of seized prop-
 erty, 484–85
 property deeded for, 362
 and prophecy of John Taylor,
 591–92
 religious governance at, 551–55
 rules of, 415–17, 435

- system of education in, 359–63,
 378–79
 teacher training at, 462, 464
 tensions at, 544–48
 theology taught in, 374–78
 Brigham Young College, 362–63
 Brigham Young University, 577–78,
 592, 594–95
 Brimhall, George H., 462–63, 558–59
 Brown, J. W., 475
 Budge, William
 and baptism of Karl G. Maeser, 105
 as counselor in German-speaking
 branch, 140
 mission of, 72–73
 Mormon Reformation and, 143
 ordained Apostle, 109
 and organization of Dresden
 Branch, 110
 sent to teach Karl G. Maeser,
 99–103
 Budich, Hermann Moritz, 50, 63n.77,
 63n.78
 Budich Institute
 Karl G. Maeser as *Oberlehrer* at,
 55–56
 Mieth as director of, 62n.59
 as private girls' school, 63n.78,
 64n.79
 Busch, Julius Herman Moritz, 82–89,
 93n.55, 276–79
 BYA Founder's Day, 516–17

 Calinich, Ernst Adolf Eduard, 20–21
 Campbell, Robert, 333, 338–39
 Cannon, Angus, 157, 162–63, 165, 172
 Cannon, George Q.
 called to work with eastern press,
 177–79
 as Church University board presi-
 dent, 512
 dedicates new Brigham Young
 Academy building, 491
 organizes emigration companies, 188
 Card, Zina Young, 214–15
 Carn, Daniel, 74–75
 catechization, 242–43
 Catholic Church, and secularization of
 public schools, 324
 character, 403, 415–18, 436, 518–19
 charity, 453
 charity schools, 330–31
 children
 agency of, 396
 conversion of Mormon, 321–24,
 349n.9
 education of, in home, 571–73
 of Karl G. Maeser, 442–43
 love for, 405–7
 serving as example for, 404–5, 473,
 572
 Chislett, John, 98, 113–n14, 336–37
 cholera, 262
 Church Historian's office, 209
 Church of Jesus Christ of Latter-day
 Saints, The. *See also* apostasy; con-
 version of Karl G. Maeser
 adopts Karl G. Maeser's educa-
 tional plan, 471–73
 advancement of, in eastern states,
 177–79
 auxiliary organizations of, 345–46
 Der Darsteller as lifeline to, 120–25
 difficulties facing, 118
 Edgar Bauer on, 137
 educational model of, 524–25
 establishes religion classes, 503–5
 expansion of education in, 487–90

- Church of Jesus Christ of Latter-day Saints, The (*cont.*)
- German journalistic interest in, 76–80
- growth of, in Germany, 120, 127–30, 279
- involvement of, in public schools, 462–64
- Julius Herman Moritz Busch’s study of, 82–89
- Karl G. Maeser’s baptism into, 105–8
- Karl G. Maeser’s first exposure to, 80–82
- Karl G. Maeser’s interest in, 89–90, 97–99
- loses strength in eastern states, 169–72
- prejudice against, in Idaho, 482–83
- secularization of public schools as attack on, 325–26, 331
- shift in public opinion on, 508
- statehood and, 499
- support of, for public education, 577–78
- Church of Zion, 299–300. *See also* Godbeite movement
- Church School Convention, 515
- Church school(s). *See also* academy system
- and development of religion classes, 503–5
- exhibit of, at World’s Fair, 521–22
- financial difficulties of, 513–14, 516, 524–25
- higher education in, 577
- John Taylor’s prophecy concerning, 590–92
- Karl G. Maeser as superintendent of, 473
- Karl G. Maeser on, 575–76
- Karl G. Maeser’s work with, 506–7
- need for, 558–60, 579–81
- and relationship between revelation and knowledge, 581–84
- statehood and, 500–503, 506
- Church University, 511–12, 517–19, 523–24
- class. *See* social class
- Cluff, Benjamin
- Brigham Young Academy and, 485–87
- conflict between James E. Talmage and, 525–27
- and Eastern learning, 516
- education of, 467, 480
- and evolution controversy at Brigham Young Academy, 548–51
- expedition of, to South America, 555–57
- hires non-LDS teachers, 523
- and need for Church schools, 559, 560
- Summer Institute and, 508–10
- tensions with, 544–48
- views on, regarding religious governance in academia, 551–55
- Cluff, W. W., 580
- Cobb, Charlotte, 305, 315n.24
- Cobb, James T., 303–5, 440
- coercive teaching style, 397–98
- coffee, 445–46
- college yells, 435
- comparison, and competition among schools, 592–93, 599–600n.76
- “concert method,” 244
- confidence, of teachers, 405–7
- “consecutive method,” 244

- constitutional convention, 527–30
- conversion of Karl G. Maeser
- events of, 99–105
 - influence of Julius Herman Moritz
 - Busch on, 82–89
 - Karl G. Maeser on, 146
 - men influencing, 68–74
 - spiritual search preceding, 80–82
 - trials of, 117–18, 445–46
- corporal punishment, 226–27, 397, 425–26n.35, 433
- coursework, 414
- Cox, Martha Cragun, 425–26n.35
- Crandall, Evelyn, 166
- Crosby, S. O., 476
- Cumming, Albert, 159
- Cutler, Allan, 477
- Dalai Lama, 308
- Damke, Emilie, 348, 365–66, 441–42, 445–46
- Darsteller*, 120–25, 180–87, 198–99n.96
- Davis, Samuel, 483
- democracy, 46, 418, 527
- Depression of 1893–98, 512–16
- Der Stern*, 276–80, 311–12
- “Deseretlied” (Maeser), 124–25
- Deseret Lyceum, 209–10
- Deseret News*
- articles published in, 270–73
 - “Educational Department” column in, 337–38
- Die Mormonen: Ihr Staat, ihr Prophet und ihr Glaube* (Busch), 84–88
- Diesterweg, Adolf, 44–45, 237–39
- “Die Streiter Gottes” (Maeser), 152n.67
- Dinter, Gustav, 16–17, 19, 29–30n.55
- discipline. *See also* corporal punishment versus management, 490 through love, 406, 449
- dissidents. *See* apostasy
- district schools, 326–27
- divine essence, Fröbel’s teachings on, 49–50
- divine missions, 391–93, 395–97, 400–402, 583–84
- Doctrine and Covenants, German translation of, 269, 276
- Domestic Department, 420–22
- Done, Willard, 467
- donkey, 453
- dream(s)
- Brigham Young appears in, 459
 - of Karl G. Maeser, 212–13, 470
- Dresden Branch
- growth of, 122
 - news reports on, 127–30
 - organization of, 103–4, 108–11
- Dresden Teachers’ Association lecture, 77–79
- Drummond, William W., 158
- Dusenberry, Warren, 348, 363–64, 463
- Dusenberry, Wilson, 363
- Eastern learning, 446, 477–83, 485, 511, 516
- Edmunds-Tucker Act (1887), 513
- education
- Brigham Young’s model for, 345–49, 359–63
 - continual, 402–3
 - in Europe, 226
 - Fröbel’s philosophy on, 49–50
 - German, in Karl G. Maeser’s time, 4–7
 - in home, 571–73

- education (*cont.*)
- influence of Pestalozzian thought
 - on, 22–24
 - Julius Herman Moritz Busch on
 - Latter-day Saints and, 87–89
 - of Karl G. Maeser at Friedrichstadt
 - Teacher College, 12, 14–22
 - of Karl G. Maeser at *Kreuzschule*,
 - 7–12
 - of Karl G. Maeser at *Volksschule*, 2–4
 - Karl G. Maeser on purpose of,
 - 518–19
 - Karl G. Maeser's definition of, 338
 - Karl G. Maeser's influence on, in
 - Utah Territory, 211–13
 - Karl G. Maeser's views on, 56–57
 - religious influence in, 238–39, 331–32, 350–51nn.16, 18, 360–61, 376–77, 462–64, 477–78, 500–501, 576
 - renewed commitment to, in Utah
 - Territory, 206–7
 - resources and facilities for, in
 - Utah, 313
 - role of family in, 234–37
 - secularization of public, 229–30, 324–26
 - through gospel, 203–5
 - under Utah constitution, 530–31
 - of women, 393–95
- Educational Bureau, 344
- Educational Committee, 472–74
- educational theory. *See also* Pestalozzian philosophy
- antithetical, 240–41
 - influences of, on Karl G. Maeser's,
 - 227–33
 - of John L. Nuttall, 468
 - of Karl G. Maeser, 215–20, 241–46, 344, 391–98, 400–414, 423–24, 449–54, 578–79, 590
 - of Karl G. Maeser and Benjamin Cluff, 544–48
 - of nineteenth century, 225–27
- Eliot, Charles, 508
- emigration. *See also* immigration
- Franklin D. Richards and, 68–70
 - by handcart, 132
 - Karl G. Maeser prepares for, 178
 - of Maeser family, 187–92
 - Mormon War's impact on, 167–69
 - policy changes regarding,
 - 153–54n.80
 - trials of, 437
- emulative teaching style, 397–99, 403–5
- Engels, Friedrich, 135
- England. *See also* Liverpool, England; London, England
- immigration from, 155–57
 - impact of Mormon Reformation on,
 - 142–43
 - Karl G. Maeser sends family to, 125
 - Maesers establish new life in,
 - 130–34, 138–40
 - tolerance in, 134–38
- Englische Freiheit* (Bauer), 136–38
- ethics, 399
- Europe
- early missionary work in, 68–74
 - Karl G. Maeser on, 256
- evolution, 548–51
- Exposition Universelle (1867), 260–61
- faith
- as foundation of Karl G. Maeser's
 - character, 448
 - reason and, 273–74

- Fichte, Johann Gottlieb, 15
- Fischer, Ernst, 21–22
- Fleischmann, Carl Ludwig, 79–80
- flexibility, in teaching, 411, 468
- Florence, Nebraska, 188
- Founder's Day, 516–17, 557–58
- France, 260–62
- free schools, 330–31, 484–85. *See also*
public school(s)
- Friedrichstadt Teacher College, 12,
14–22, 24–25, 38–39
- Friedrich Wilhelm IV, 41, 43
- Fröbel, Friedrich, 49–50, 63n.77, 239–
40, 344–45
- “Der Geist aus den Höhen,” 180–87
- gender roles, 394. *See also* women
- German Intelligence Office, 208
- German Revolution (1848). *See also*
Reaktion
Karl G. Maeser's involvement in,
39–41
Reaktion following, 41–44
role of teachers in, 34–37
tensions between church and
school in, 37–39
violence in, 33–34
- German-speaking Saints
in America, 74
called to settle southern Utah, 211
in London, 131–32, 140–41
school for, 208
- Germany. *See also* Saxony
early missionary work in, 74–76
expansion of freedoms in, 263
first branch organized in, 108–11
growth of Church in, 279
journalistic interest in America and
Mormons in, 76–80
Karl G. Maeser exiled from, 125–30
“Gesang der Begeisterung,” 180–87
Geschichte der Mormonen (Busch),
278–79
“Glaubenslied—CMD” (Maeser),
122–24
“Glück zu” (Maeser), 124
- God
Brigham Young on understanding,
204
nature and glory of, 218–20
- Godbe, William, 298–99, 301–2, 305,
315n.24, 446
- Godbeite movement, 298–305, 307–8,
311–12, 446
- Grand Theology course, 414
- Grant, Heber J., 513, 553–54, 556
- Grant, Ulysses S., 350–51n.18
- Gröbel, Christian Ernst August, 8–11,
28n.39
- Gunn, Amelia Mary Ann, 191
- Gymnasium
curriculum reformation at, 12–13
Maeser's education at, 7–12
- Hale, Abby C., 523
- Hall, G. Stanley, 548–50
- “hand method,” 244–45, 373
- Harrison, Elias T., 298–99, 301, 446
- Harrison, Samuel, 172
- “Heathenism, Judaism, Christianity,
and the Kingdom of God,” 133–34
- “Heidentum, Judentum, christliche
Seiten und Reich Gottes,” 133–34
- Herbart, Johann Friedrich, 241,
249n.50
- Hinckley, Bryant S., 586

- Hoffheins, Jacob, 166
- Holy Ghost, teaching with, 376, 400–408, 594. *See also* revelation
- home, education in, 571–73
- Home Mission among the Saints of the German Language, 208
- homework, 414
- honesty, 307
- honor, 392–93, 407–8, 428n.81
- Horne, Joseph S., 262
- Howard, James, 74
- von Humboldt, Wilhelm, 4–5, 15
- humility, 141, 447, 572, 588
- humor, 434–35, 451–53
- Hyde, Orson, 74
- hymns
 - singing of, 451
 - translation of, 180–87, 202, 280–81, 451
 - written by Karl G. Maeser, 122, 140
- Idaho, prejudice against Saints in, 482–83
- immigration. *See also* emigration
 - preparedness for, 155–57
 - of Saints in Swiss-German-Italian Mission, 270–71
- individuality, 412, 434
- institute program, 577, 581
- integrity, 436
- intellect, of Karl G. Maeser, 402–3, 446
- Jesus Christ, as ideal to emulate, 398–99
- John, David, 580
- Jura Alps conference, 265
- Juvenile Instructor*, 216–20, 305–12, 488
- Kane, Thomas, 177–79, 346
- Kelsey, Eli, 299–300
- Kimball, Charles C., 257–58
- Kimball, William Henry, 73, 100–101, 103–4, 109–10
- kindergarten system, 239–40
- kindness
 - in Pestalozzian thought, 23–24, 37
 - teaching with, 5–6, 16, 19–20, 397
 - in theories of Locke and Rousseau, 226–27
- Kingsbury, Joseph, 517
- Kinkel, Gottfried, 134
- Klee, Julius Ludwig, 29n.44
- knowledge
 - gospel as key to, 203–5
 - through revelation, 204, 219, 368, 370, 379, 400–408, 581–84, 594
- Know Nothings, 157–58
- Köchly, Hermann, 10–12, 28n.39, 34–35, 42
- Komotau, 25, 40–41
- Kreuzschule*
 - curriculum reformation at, 12–13
 - Maeser's education at, 7–12
- Künzler, Babette, 179–80
- labor, manual, 394–95
- Lancaster, Joseph, 231–32, 247–48n.14
- Lansky, August, 77–79
- Lapish, Hannah, 173
- Lapish, Joseph, 173
- LDS College, 511, 525, 538n.85
- von Leibniz, Gottfried Wilhelm, 246n.5
- letters, teaching, 245
- Liverpool, England
 - Karl G. Maeser arrives in, 70
 - Karl G. Maeser deported to, 125
 - Maesers' life in, 130–31

- Swiss-German Mission assignments
 given in, 258–60
- Locke, John, 226–29, 247n.6
- London, England
 German-speaking branch in, 140–41
 Karl G. Maeser as missionary in,
 131–34, 138–40
 Karl G. Maeser leaves, 144–45
 spies in, 134–35, 138
- Long, John V., 315n.15
- love
 for Karl G. Maeser, 431–34
 of teachers, 405–7
 in teaching, 449–50, 453
- Lund, Anthon H., 504
- Luther, Martin, 309–10
- Lyman, Amasa, 300
- Lyman, Richard R., 427–28n.81
- Maeser, Anna Camilla, 213, 438
- Maeser, Anna Christina (Annie), 442,
 568–69
- Maeser, Anna Mieth, 437–43
 courtship with, 47, 50–51
 death of, 567–68
 life of, in Philadelphia, 176
 survival and progress of, 295–97
 trials of, 173, 212
- Maeser, Anna Ottilie, 178, 438
- Maeser, Emilie Damke, 348, 365–66,
 441–42, 445–46
- Maeser, Evelyn (Eva), 438
- Maeser, Fredericka Zocher, 2
- Maeser, Helen Jeanette (Nettie), 438
- Maeser, Johann Gottfried, 2, 264–65,
 298
- Maeser, Karl Emil, 438
- Maeser, Karl Gottfried
 attends Friedrichstadt Teacher
 College, 17–22
 baptism of, 105–8
 begins teaching career, 47–50
 birth certificate of, 126, 127
 career choice of, 11–14
 courtship and marriage of, 50–51
 death of, 588–89
 early years of, 2–4
 education of, 1–2
 Kreuzschule education of, 7–12
 legacy of, 423–24, 565–66, 590, 595
 as mentor, 584–86
 personality of, 431–36
 virtues of, 444–48
- Maeser, Karl Gustav Franklin, 161,
 193n.17, 438
- Maeser, Reinhard
 birth of, 51, 438
 blessing of, 109
 correspondence between Karl G.
 Maeser and, 297, 301
 mission call of, 365, 385n.26
- Maeser Day, 587–88
- Maeser School, 565–66
- Manhattan*, 256–57, 285
- Manifesto, 484, 505–6
- Mann, Horace
 Pestalozzian thought and, 24
 on Saxon and Prussian schools, 5–6
 and secularization of public schools,
 324, 350n.16
 visits *Kreuzschule*, 27n.11
- manual labor, 394–95
- Martin, Edward, 97–99, 105–7
- Martin handcart company, 132,
 153–54n.80
- Marx, Karl, 134–35, 138, 271–72

- Meissen Handwerkskammer*, 281–82
 Miall, Edward, 384–85n.14
 Mieth, Anna. *See* Maeser, Anna Mieth
 Mieth, Camilla, 166, 304–5, 440, 443
 Mieth, Henrietta Therese Backhaus, 213, 297–98, 443
 Mieth, Karl Benjamin Immanuel, 47–48, 50, 62n.59
 military service, Karl G. Maeser
 declared unfit for, 40
 Millard Stake Academy, 465
Millennial Star, 273–76
 missionary schools, 321–24, 349n.9
 missionary work. *See also* Swiss-
 German-Italian Mission
 Brigham Young’s counsel regarding, 252–53
 in Europe, 68–74
 Franklin D. Richards called to, 251
 in Germany, 74–76
 in London, 131–34, 138–40
 Mormon War’s impact on, 167–68
 in Philadelphia, 165–67
 use of faith in, 274
 monitorial system, 231–32, 418–23
 morality, 396
Mormon, 167, 169–70
Die Mormonen: Ihr Staat, ihr Prophet und ihr Glaube (Busch), 84–88
 Mormon Reformation, 142–43
 Mormon War, 167–72, 196n.65
 mothers, 260
 Muslims, honesty of, 307

 nature, learning from, 216–20
 Nelson, Joseph, 476
 Nelson, Nels L., 549–50
 Niedner, Christian Wilhelm, 77, 92n.29
 Normal Institute, 337, 343–45, 372
 “number method,” 244
 Nuttall, L. John, 464–68

 obedience, to authority, 409–12
 object lesson, 218–20
 Organic Act (1850), 330
 Ott, Alexander, 210
 Otto, Christian Traugott, 19–20, 38–39
 overindulgence, 410

 Panic of 1857, 172
 parents
 influence of, 260
 respect for, 412–13
 role of, in education, 235–37, 571–73
 Paris, France, 260–61
 Park, John Rockey, 327, 339, 463, 531–32
 Parker, Francis, 509–10
 patriarch, Karl G. Maeser called as, 557
 pauper schools, 330–31
 perfectionism, 434–35
 persecution of Saints. *See also* prejudice
 against Saints
 August Lanksy on, 78–79
 effect of, on missionary work, 166–67
 in Europe, 74–75, 140
 immigration and, 169
 Karl G. Maeser on, 278
 keeping hope in face of, 175
 migration and, 69–70, 78
 over plural marriage, 466
 in Philadelphia, 162–64
 in South, 172
 in United States, 158–61

- Pestalozzi, Johann Heinrich
 Gustav Dinter and, 29–30n.55
 ideas and methods of, 15–16
 influence of, on Karl G. Maeser,
 232–33
 influences on, 23
- Pestalozzian philosophy
 admired teachers of, 237–40
 Ernst Fischer and, 21–22
 Friedrichstadt Teacher College
 and, 17
 German Revolution and, 36–37
 G. F. Reinicke and, 21
 gospel and, 233–34
 influence of, on Karl G. Maeser,
 216–20, 232–33
 during Karl G. Maeser's time, 22–24
 potential of children in, 226
 resistance to, 44–47
 role of family in, 234–35
- Philadelphia
 anti-immigrant sentiment in, 157
 anti-Mormon sentiment in, 160–61
 former Saints and break-off groups
 in, 170
 Karl G. Maeser arrives in, 161–64
 Maeser family leaves, 187–88
 Maeser family returns to, 176–80
 missionary work in, 165–67
 Panic of 1857's impact on, 172
 trials in, 437
- phrenology, 456n.41
 piano lessons, 174, 197n.77
 Pierce, G. M., 323
 pipe, 446
 play, 412
 plural marriage
 Benjamin Cluff and, 556
 end of, 484–85, 505–6
 practiced by Karl G. Maeser, 439–
 42, 469, 471
 prosecution of, 466
- Poland Act (1874), 441
 politics, 527–34
 Polysophical Society, 461, 493n.9
 Postum, 445–46
 poverty, of Swiss Saints, 262–63
 Pratt, Orson, 130, 139–40
 prayer, for difficult students, 406
 prejudice against Saints. *See also* perse-
 cution of Saints
 effect of, on Karl G. Maeser, 545–46
 in Idaho, 482–83
 “Press Forward” (Maeser), 124
 pride, 272–73, 380–82, 394–95,
 599–600n.76. *See also* arrogance;
 humility
- priesthood. *See also* authority
 in academic matters, 551–52
 loyalty to, 413, 435, 557, 559–60
 path-marking sticks compared to,
 265
 personal revelation and stewardship
 in, 584
 prizes, 344, 398
 profanity, 389–90, 435
 prohibition, 529
 “promiscuous method,” 244
 Protestant religious schools, 321–24,
 349n.9
 Protestant worship services, in
 Komotau, 40–41
- Prussia
 education in, 4–7
 establishment of teacher colleges
 in, 15–16

- public school(s)
- Brigham Young's opposition to, 330–32
 - Deseret News* "Educational Department" column regarding, 337–38
 - difference between Church schools and, 579
 - disadvantages of secular, 399
 - and expansion of academy system, 464–71
 - fight for, 319–21
 - Karl G. Maeser on, 533, 573–75
 - LDS Church's involvement in, 462–64
 - LDS teachers in, 576–77
 - named after Karl G. Maeser, 565–66
 - Protestant, 321–24, 349n.9
 - and reactivation of University of Deseret, 327–30
 - and *Salt Lake Tribune's* attack on Brigham Young, 334–42
 - secularization of, 324–26, 350–51nn.16,18, 377–78
 - statehood and, 500–503, 505–6
 - superintendent of, 531–32
 - support for, 577–78
 - Territorial Teachers' Association proposal regarding, 342–45
 - ward and district schools, 326–27
- punctuality, 434
- railroad, 255–56, 285–86, 320–21
- "Rational School System," 238
- Reaktion*
- following German Revolution, 41–44
 - forces of, turn against teachers, 46–47
 - Karl G. Maeser and, 51–57
 - in Saxony, 48–49
- reason, faith and, 273–74
- recitations, 11, 243–44, 344, 450, 452
- recreation, 412
- Reinicke, Gelf F., 12–13, 21
- Reinsimer, Peter H., 172
- religion. *See also* theology
- and conditions for teachers in Saxony, 53–54
 - in education, 238–39, 331–32, 350–51nn.16,18, 360–61, 376–77, 462–64, 477–78, 500–501, 549, 576
 - Edward Schoenfeld and Karl G. Maeser's views on, 51
 - freedom of, 389–90
 - Karl G. Maeser's disillusionment with, 80
 - Karl G. Maeser's views on, 53, 56
 - laws regarding, in Germany, 118–20
 - Maeser and Schoenfeld's views on, 444
 - Stiehlsche regulations and, 54–55
 - tolerance of, in England, 134–38
- Reorganized Church, 170
- Restoration of Gospel, 273
- revelation
- in academic matters, 552
 - continuing, 220, 246
 - faith and, 274
 - guidance of, 308–9
 - learning through, 204, 219, 368, 370, 379, 400–408, 581–84, 594
- rewards, 344, 398
- Reynolds, Alice, 433–34
- Reynolds, Florence, 556

- Reynolds, George, 441, 504
- Richards, Franklin D.
 attends missionary conference,
 100–101
 and baptism of Karl G. Maeser,
 105–6
 calls Karl G. Maeser as president of
 Swiss-German-Italian Mission,
 266–67
 correspondence between Brigham
 Young and, 118–20
 correspondence between Karl G.
 Maeser and, 265
 death of, 569
 given gift of tongues, 106–8
 missionary service of, 68–71, 251
 and missionary work in Germany,
 75–76
 organizes Dresden Branch, 103–4,
 109–10
 released from calling in England,
 130–31
 reunion with, in Liverpool, 258–59
 speaks at Anna Maeser's funeral,
 567
 and Willie and Martin handcart
 companies, 132
- Richards, Jane, 68–70
- Richards, Samuel W., 168–69
- Richmond, Virginia, 172–74
- Ricks, Thomas, 580
- Rousseau, Jean-Jacques
 educational theory of, 226–27,
 229–30
 influence of, on Pestalozzi, 23
- Rüdt von Collenberg, Ludwig, 25,
 32n.91, 59n.30
- Sächsische Lehrerverein. *See* Saxon
 Schoolteachers Association
- St. Mark's Associate Mission, 321–22
- Salt Lake Academy, 474–75
- Salt Lake City. *See also* Utah
 conditions in, 206–7
 German dignitaries visit, 312–13,
 441
 German-speaking Saints in, 208
 Karl G. Maeser returns to, 285–86
 Karl G. Maeser teaches in, 209–11
 lessons learned in, 215
 Maeser family arrives in, 202–5
 Maeser family emigrates to, 187–92
- Salt Lake Teachers Association, 201
- Salt Lake Tribune*, attack of, on Brigham
 Young, 334–43
- Samuelson, Cecil O., 586
- San Francisco World's Fair, 519–23
- Savage, Nephi, 476–77
- Saxon Schoolteachers Association,
 34–35, 47–48, 444
- Saxony. *See also* Germany
 conditions for teachers in, 53–54
 education in, 4–6
 Karl G. Maeser returns to, 47–48,
 263–65
 Karl G. Maeser's trials in, 118–20
 political climate in, 104
Reaktion in, 48–49
 teacher dissatisfaction in, 47
- Schiel, Jacob Heinrich Wilhelm, 279,
 291n.102
- Schoenfeld, Edward, 53
 baptism of, 105–7
 called as missionary in London,
 131–33, 139–40
 called to Swiss-German-Italian
 Mission, 283

- Schoenfeld, Edward (*cont.*)
- contacts Daniel Tyler, 97–99
 - conversion of, 102, 127–30
 - on conversion of Karl G. Maeser, 81
 - as counselor in German-speaking branch, 140
 - as *Darsteller* contributor, 122
 - immigrates to Salt Lake City, 143–44
 - Karl G. Maeser’s friendship with, 51, 64n.82
 - reunion with, in Salt Lake City, 202
 - as teacher, 444–45
- Schoenfeld, Frederick, 124
- School and Fireside* (Maeser), 569–71
- Schurz, Karl, 134
- scrubs, 392–93
- Secrist, Jacob, 75
- self-directed learning, 413–14
- self-discipline, 407–8
- self-government, 408–14
- self-preparation scores, 417–18
- seminary program, 577, 581
- Seneca, 403
- sense perception, 218–20
- Sevier Stake Academy, 471
- ship pilot, parable of, 310–11
- singing, 451
- “Sketches from the Book of Mormon,” 274–76
- Smith, George A., 323
- Smith, George Albert, 586
- Smith, Jesse, 476
- Smith, John L., 100–101, 122, 137
- Smith, John (son of Hyrum), 188, 190–91
- Smith, Joseph
- August Lanksey on, 77–78
 - Julius Herman Moritz Busch on, 84–87
 - Karl G. Maeser’s testimony of, 146, 251
- Smith, Joseph F., 323, 554, 556
- Smoot, Abraham O.
- as Brigham Young Academy’s chairman of the board, 348
 - called as stake president in Provo, 355n.96
 - confrontation with, 468
 - and financial survival of Brigham Young Academy, 380
- Smoot, Reed, 381–82, 433
- Snedaker, John, 166–67
- social class
- in Europe, 4, 23, 36–37, 190, 260–61
 - Karl G. Maeser’s writings on, 271–72
 - in Liverpool, 258–59
 - Pestalozzian philosophy and, 45–46
 - in Tibet, 308
- socialism, 502–3
- “The Social Question,” 271–72
- “Song of Deseret” (Maeser), 124–25
- “A Song of Faith—CMD” (Maeser), 122–24
- South America, expedition to, 555–57
- Southern Utah University, 574
- Spartan youth, 306–7
- Spencer, Herbert, 240–41
- Spencer, Orson, 74–75
- spies, in London, 134–35, 138
- “The Spirit of God,” 180–87
- spiritualism, 300
- spirituality, development of, 399, 401–2
- stake boards of education, 473
- Stansbury report, 77–79
- starting over, 447–48

- statehood
 compromise required for, 499
 effect of, on public education,
 500–503
 events preceding, 527–34
 plural marriage and public schools
 and, 505–6
 and San Francisco World's Fair, 519
- Stenhouse, T. B. H., 171
- Der Stern*, 276–80, 311–12
- Stewart, Eunice, 391–92
- Stiehl, Ferdinand, 54
- Stiehlsche regulations (1854), 54–55
- “Die Streiter Gottes” (Maeser), 152n.67
- Summer Teachers' Institute, 508–10,
 514–16, 548
- Summit Stake, 580
- superintendent of public schools, 531–32
- Sutherland, George, 389–90, 402–3
- Swiss-German-Italian Mission
 arrival in, 262–63
 departure for, 252–53
 final days in, 281–84
 immigration of Saints from, 269–70
 Karl G. Maeser called as mission
 president in, 265–68
 Karl G. Maeser called to, 252
 Karl G. Maeser released from,
 284–86
 Karl G. Maeser's impact on,
 268–69
 Maeser family's life during, 295–98
 railroad journey on, 255–56
 return to Switzerland during, 265
 sea journey on, 256–58
 stop in Liverpool on way to, 258–60
 stop in Paris on way to, 260–62
 trip to Saxony during, 263–65
 wagon journey on, 253–55
 writings from, 270–81
- synthetic reasoning, 238
- Talmage, James E.
 Cecil O. Samuelson on Karl G.
 Maeser and, 586
 conflict between Benjamin Cluff
 and, 525–27
 counsels with Karl G. Maeser, 453
 goes over allotted speaking time, 436
 offered position at St. George
 Academy, 464
 as president of University of Utah,
 517–18
- Taylor, Jedediah, 476
- Taylor, John, 590–92
- teacher associations. *See also* Territorial
 Teachers' Association
 banning of, 47
 during German Revolution, 34–35
 Salt Lake Teachers Association, 201
 Saxon Teachers' Association, 444
- teacher colleges. *See also* Friedrichstadt
 Teacher College
 Calinich on, 21
 curriculum in, during *Reaktion*, 55
 instruction in, 54–55
 Mann on, 24
 Pestalozzian philosophy in, 36–37
 in Prussia, 15–16
- teacher(s)
 certification of, 478–79
 conditions for, in Saxony, 53–54
 counsel for, 474–77
 difficulties facing, in Utah, 340–41
 as examples, 403–5
 in German Revolution, 34–37
 ideal for, 376

- teacher(s) (*cont.*)
- influence of old, 13–14
 - Karl G. Maeser as, in Salt Lake City, 209–11
 - Karl G. Maeser as advocate for, 332–33
 - Karl G. Maeser begins career as, 47–48
 - Karl G. Maeser decides to become, 11–14
 - Karl G. Maeser's advice for, 515
 - Karl G. Maeser's training to become, 14–22
 - love and confidence of, 405–7
 - over education of, 46
 - in Prussia and Saxony, 5–7
 - in public schools, 462–63, 504, 574–77
 - quality and character of, 519
 - during *Reaktion*, 42–44, 46–48
 - salaries for, 333–34
 - status and pay of German, 12
 - stewardship of, 583
 - Summer Institute and, 508–10
 - tensions between churches and, during German Revolution, 37–39
 - training, 245–46, 326–29, 333, 344–45, 373, 462, 464, 577–78
- Teachers Institute, 343
- technical skills, 394–95
- technological advances, 219, 273
- Territorial Teachers' Association
- and "Educational Department" newspaper column, 337–38
 - establishment of, 211
 - and fight for public schools, 336–37
 - Karl G. Maeser's involvement with, 312, 333–34
 - Normal Institute sponsored by, 372
 - school law proposal of, 341–45
- testimony
- of Karl G. Maeser, 107, 133–34, 146–48
 - obtained through faith, 274
- textbooks, 411
- theology, 374–78, 414
- Tibet, 308
- "ticket method," 244
- "The Time Is Far Spent," 180–87
- tobacco, 446
- tongues, gift of interpretation of, 106–8
- travel, 541–43, 568
- trials
- of Anna Maeser, 437
 - benefits of, 145
 - of conversion, 445–46
 - of emigration, 190–91
 - facing Brigham Young Academy, 368–70
 - of Karl G. Maeser, 117–20, 471
 - plural marriage as, 439–40
 - in Salt Lake Valley, 202, 205, 212–13
- Tullidge, Edward, 299, 301, 309
- Turkish Muslims, honesty of, 307
- Tuscarora*, 155, 157, 161, 163
- Tuttle, Daniel S., 321, 322
- Twentieth Ward Institute, 328–29
- Twentieth Ward School, 213, 328
- Tyler, Daniel, 71–72, 91n.8, 97–100, 120–22
- Tyler, John, 174, 197n.77
- Tyler, Julia, 174
- tyranny, in teaching, 410–11

- Union Academy, 206–7, 211–12, 335
 United States
 German journalistic interest in,
 76–80
 Karl G. Maeser on, 255–56
 secularization of public schools in,
 324–26
 universalism, 300
 University of Deseret, 211, 223n.38,
 327–30, 360, 364, 463
 University of the Church of Jesus Christ
 of Latter-day Saints, 511–12
 University of Utah, 517–19, 524, 558–59
 Ursenbach, Octave, 260, 263
 Utah. *See also* apostasy; public
 school(s); Salt Lake City; statehood
 and anti-Mormon sentiment,
 158–60
 educational resources and facilities
 in, 313
 financial isolation of, 512–13
 German reports on, 77, 79–80
 Julius Herman Moritz Busch on,
 87–88
 Karl G. Maeser prepares to leave for,
 143–48
 Karl G. Maeser's influence on edu-
 cation in, 211–13
 life of Maeser family in, 295–98
 renewed commitment to education
 in, 206–7
 teacher preparation in, 373
 ward and district schools in, 326–27
 Utah constitutional convention, 527–30
 Utah Enabling Act (1894), 527
Utah Magazine, 298–303

 Vance, Angus, 475
 Van Cott, John, 71, 97–99
 Van Cott, Mary, 304
 vanity, 436
 violets, 14
 Virginia, Karl G. Maeser's time in,
 172–75, 197n.77
 “Voices from Nature” column, 216–20
 von Beust, Friedrich, 41, 44, 49
 von Humboldt, Wilhelm, 4–5, 15
 vulgarity, 389–90, 435

 Walker, Hyrum, 191
 Wander, Karl F. W., 35, 76–77
 ward schools, 326–27
 “Was Zweifelst Du?” (Maeser), 111–13
 Watt, G. D., 300
 “Why Doubt Ye?” (Maeser), 111–13
 widow's son, rebellious, 447
 Willie handcart company, 132,
 153–54n.80
 women
 Busch on education of Latter-day
 Saint, 89
 education of, 393–95
 as teachers, 63n.78
 Woodruff, Wilford, 486, 487
 Word of Wisdom, 445–46, 476
 World's Fair (1867), 260–61
 World's Fair (1894), 519–23

 yells, college, 435
 Young, Alfales, 215, 224n.45, 346–48,
 463
 Young, Brigham
 address of, following Maeser's
 arrival in Salt Lake City, 203–5
 August Lanksy on, 79
 condemnation of, in Philadelphia,
 164

- Young, Brigham (*cont.*)
- correspondence between Franklin D. Richards and, 118–20
 - counsel of, to Karl G. Maeser, 366, 440–41
 - counsel of, to missionaries, 252–53
 - dream of, 459
 - educational model of, 233–34, 345–46, 359–63, 501–2
 - and establishment of Brigham Young Academy, 359, 365
 - and fight for public schools, 319–20, 325–26, 330–32
 - as governor of Utah Territory, 158–60
 - John Chislett’s letter to, 336–37
 - John Taylor’s vision of, 591
 - Karl G. Maeser’s testimony of, 146–47
 - Karl G. Maeser teaches family of, 213–15, 224n.45
 - opponents of, 298–99, 300, 312, 314
 - poem dedicated to, 164
 - Salt Lake Tribune*’s attack on, 334–43
 - sends aid to Willie and Martin handcart companies, 132
 - Young, Brigham Jr., 554
 - Young, Don Carlos, 215, 224n.45
 - Young, Willard, 215, 224n.45, 385n.16, 511–12
 - “Die Zeit is noch kurz,” 180–87