The Burlington Free Press.

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POETRY.

THE BETTER THOUGHT.

From Chamber's Edinburgh Journal.

The Better Thought! how oft in days
When youthful passion fired my breast,
And drove me into devious ways,
Dost thou my wandering step arrest,
And whisper gently in my ear
Thine angel message fraught with love,
Check for the time my mad career,
And melt the heart naught else could move!

Thine was no stern and harsh rebuke;
No "friend's advice," so true, so cold;
No message wise, such as in book,
Or by the teacher oft is told,
Which like the pointless arrow, falls,
And rings perhaps with hollow sound,
But ne'er the wanderer recalls,
But ne'er inflicts the healing wound.

The voice was gentle, winning, mild;
Thy words told thou wert from above,
Like those with which the wayward child
Is wooed by a fond mother's love;
Or like a strain of music, stealing
Across the calm and moonlight seas,
Which moves the heart of sternest feeling,
And wakes its deeper harmonies.

Sweet was thy presence, welcome guest;
And I responsive to thy call,
Arose, and felt within my breast
A power that made it all to fall
From off my long enthralled soul,
And wove, as with a magic spell,
Griefs which yet owed the soft control
Of hopes that all might still be well.

But ah thou wert an injured guest,
How sorely departed, soon forgot,
When all the unperd coming rest
That thronged round the Better Thought—
The tender griefs, the firm resolves,
The yearnings after better days,
Like transient sunlight which dissolves,
And leaves no traces of its rays!

Yet I despair not—through the night
Long had I reigned with tyrant sway,
Even now I see the opening light,
The harbinger of coming day;
To heaven I now direct my prayer—
O God of love, forsake me not;
Grant that my wayward boss may ne'er
Quench the returning Better Thought!

MISCELLANY.

From the Montpelier Freeman.

THE NEW STATE HOUSE.—A visit to the New Capitol will well repay the time and trouble. The Representatives Hall is one of the finest specimens of architecture we have ever seen. Its arrangements cannot be improved, while its finish puts our descriptive powers at fault. Not even the most fastidious can find aught to complain of, for while neat, spotless white and comparitively plain, it is most admirably adapted to the purposes of State Legislation—being spacious, airy and comfortable. The Senate Chamber is, perhaps, a little finer in its finish, and will strike the eye of the beholder as a trifle more quiet and cozy than the Representatives Hall, while its air of comfort and pleasantness so strongly contrasts with the old Chamber, that every one will look upon it with delight. The Library is an ornament to the building, a fit place for the thousands of volumes of reference, and the air of repose about it will invite more than the casual visit. The well-adapted suite of rooms comprising the Governor's chamber have not arrived at that state of completion to give more than an idea of its general appearance, but one sees in embryo what will be perfect in completion. The several rooms for the various Committees, the Sergeant-at-Arms, Secretaries, Treasurer, &c., are all neat, capacious, and well adapted to their purposes. The whole is so near completion that one can readily see what it is to be when a few weeks more have witnessed the putting on of the finishing touches. We are justly proud of the New Capitol as a *State* House, and of the credit Montpelier deserves in its erection.

In Charlotte, Vt., August 13th, Nancy H., daughter of Chas. McNeil.

BARBARIANS AT MOUNT VERNON.—The Washington correspondent of the New York Express says:

"A home here has been no sinecure either for Mr Washington, or the ladies of his household. There are hardly less than fifty to a hundred visitors daily. Some of them come hungry, thirsty, and drunk, making the pilgrimage a mere frolic and dissipation. They roam over the plantation like beasts of prey, rather than as decent, well conducted people. Not long ago some of these persons, wearing the soldier's uniform, even went so far as to endeavor to steal the very dinner from the family on its way from the kitchen, in a building adjoining the dining-room, and it became necessary to put it under guard. Others go into the kitchen, like so many hungry dogs, and lay violent hands upon everything they see and fancy. I am sorry to hear and believe all this even as an excuse for the unpleasant exclusion from what otherwise might be a general welcome to the public at large. The innocent, however, have to suffer for the guilty, and a good many go away cursing the owner and occupant for shutting his doors in the faces of all visitors because some of them would pick his pockets by day, and steal the bed from under him at night, if there was free ingress to all. But who can discriminate in such crowds, and who of us would be amiable, kind, and courteous with such provocation to be otherwise?"

AN OLD BIBLE.—Mr. W. H. Scott, in a communication to the Buffalo *Express*, gives some curious information respecting an old copy of the Bible in his possession. He says:

During my stay in London I was fortunate enough to obtain a perfect copy of the Bible, as first translated into the (then imperfect) English language. It was published in London, A. D. 1603, by "Robert Barker, Printer to the Queen," and is most curiously illustrated. It contains the Old and New Testaments with marginal references; also the apocrypha, and various indexes, with an appended glossary of proper names in the Old Testament, interpreted.

The changes that have taken place in the language are very curiously shown in this ancient book. The spelling is very singular, and several letters are used to represent different sounds from those now belonging to them. *U* takes the place of *v*, and *v* corresponds to our present *u* in sound. *I* also acts for *j*. The name of the first mother is placed in print thus: "Heue," and her younger son ("sonne" it is here spelled) is styled "Habel."

Its translations in general are substantially like those of the King James Bible; but there are some curious and striking differences of words. Among antiquaries this translation is often designated as the "Breeches Bible," which designation is owing to the following version of the 7th verse of the 3d chapter of Genesis. "Then the eyes of both of them were opened, and they knew that they were naked, and they sewed figge tree leaves together and made for themselves *breeches*."

The Psalms of David are given in this Bible with music set for each one. Its peculiarities are very many, and it presents much interesting study to the lovers of antiquarian research.

I will give you a single other quotation from it, which you may compare with the ordinary version and note the difference. It is from the prophecies of Isaiah, chap. xlviii, verse 1: "Oh the land, shadowing with wings, which is beyond the *river* of Ethiopia."

Tuesday morning of last week came near witnessing a railroad collision near this village. The cattle train was late, and the morning passenger train, which usually meets the other here, was entitled to the track, and, of course, took it. After passing out of the village and before getting under full motion, the freight was discovered coming through the cut, a mile off. Had the freight been two minutes later we should probably have had a full supply of beef for Commencement. The possible consequence to the few passengers in the other train is not worth speculating about in *these days*.—*Middlebury Register*.

The Free Press

BURLINGTON:

FRIDAY MORNING, AUG. 26, 1859.

THE STATE TEACHERS' ASSOCIATION.

We continue from last week our notices of the Teachers' Association.

SECOND DAY.

AFTERNOON.

The best method of teaching English Grammar being the subject of discussion, the Rev. C. W. Cushing of Albany, N. Y., commenced it. He said that he had little confidence that much good would come from Teachers who went about their work without a previous plan. Lacking that, they would not enter upon their work with sufficient zeal to effect much. On the subject of English Grammar, he held the whole tribe of bookmakers on that topic in very low estimation. Lindley Murray's Grammar, in particular, he considered as a curse. He had his own method, but he did not say it would be good in all respects for all others, in fact, whoever undertook to follow precisely anybody's plan would make a failure.

Every one must have in some measure a plan of his own—his own spirit must give life and energy to his teaching. The inquiry often was, at what age should the pupil be put to studying English grammar—at 10, 12, or 14 years?—so for geography, so for arithmetic, and every other study,—the plan being to take up one of these studies and go through with it, perhaps in two years or so, and then to take another, the notion being that one study at a time was enough. His way would be to take a part of each, and carry all along together as fast as the child could comprehend them. He did not consider reading as usually taught, any part of education—he thought it much easier to teach a child the principles of botany, geology, and philosophy than to teach him how to read—yet the ordinary method is to keep a child reading for years, and to put off those other studies. He thought such a plan a poor one. It was said parents could *not* generally teach such things; but teachers ought to be able to do it.

The general way was to keep a child at grammar two or three years, and then to set him at something else for a like amount of time. This is as if one would feed a child for a year or two on bread, then a year or two on meat, then again a year or two on vegetables. He would teach grammar *orally*, before the child learns to read. Children are made dull and stupid by being set at books too soon. He would begin by asking the child to name the articles in the room, chairs, tables &c.,—then set him at picking out the names of things mentioned in sentences,—whether they were called nouns, or had any name at all given them, was of small moment. Then he would ask them to state the *differences* between the articles, as white, black, old, young, large, small &c., then to select from sentences the words which marked differences of things—adjectives,—then words which expressed doing something, verbs, and so on. As for parsing, as laid down in the books, he considered it a humbug, a farce. Grammar was to be considered as common sense applied to determine the meaning and force of words in a sentence.

Mr. Cushing was earnest in his manner, and threw out many hints which might give young teachers' minds a jog, if they were pre-disposed to work in a rut; yet, on the whole, his system has strongly marked hobby-horsical qualities. He probably could turn it to better account than less enthusiastic admirers of it could.

Mr. Cushing was followed by Prof. M. H. Buckham, of Burlington.

Mr. Buckham said he could not entirely agree with the speaker who preceded him. All that he learned of English Grammar, he got from that "*accursed* book" of Lindley Murray's; and when he thought of the long array of good writers and speakers, in England and in this country, who had received their grammatical discipline from the same source, he was rather disposed to call it a *blessed* book.

Two or three years ago he had occasion to say something on this subject before the Teacher's Association; but as others were riding out their hobbies, he did not know why he might not trot out his, also. His hobby was that there is no *one best* way of teaching any thing—much less, English Grammar. Different methods may be good, each according to circumstances. Whatever method, however, takes the form of a knack or trick, however successfully practised so long as it is not detected, as soon as it is so, becomes dull and ineffectual. He thought all such should be avoided.

English Grammar is considered a difficult study by the young, & some of its parts are so considered by older pupils, also. Yet some of its parts are easy enough. Orthography, for instance, is intricate, but Etymology is simple. A great part of the difficulty attending the study of English Grammar comes from considering it as a system of rules. No science is inherently difficult; every one is easy, if properly unfolded. Every thing has, so to speak, a secret; till it is discovered, the study of it is difficult. That secret does not lie in the separate parts of it, but in their *relations to each other*. There is a secret about a watch, but it is not in the separate wheels; there is a secret in an arch, but not in the separate stones which compose it. The *relations* of wheel to wheel, of stone to stone, contain the secret. So the study of *words* alone, will give the pupil no knowledge of the philosophical principles of language, their relations to each other must be searched out.

For himself, he thought he would prefer to begin with a sentence—not at so early an age as Mr. Cushing would begin at, according to his method,—not till the child was old enough and advanced enough to understand a sentence,—not one with any peculiar quirks in it; but a fair one, which would contain in it all the essential relations of grammatical construction. Mastering that sentence effectually—thoroughly understanding all its relations, the pupil substantially masters the whole subject. To that sentence, as to a standard every one may be brought. Definitions may be left till the sentence is mastered; the definitions as laid down in books, are necessarily defective. Taking the names as there given to the pupil, we may send him to seek parallels and bring them to the tests of the standard sentence. Till the *relations* of the words in the sentence are understood and appreciated, the names of the parts of speech tell the pupil nothing. It is surprising how long pupils may be occupied with grammatical studies, when they begin and go on in the more common modes, and yet be often puzzled to decide whether a sentence is complete or not; he had known a whole class, considerably advanced in age and study, entirely at fault in that respect, and though they would go along parsing quite well, according to the routine they had been wont to follow, all at once there might start out to view an ignorance on some point of highest consequence, which would both startle and discourage the teacher in no small degree.

The clearness with which Mr. Buckham brought out his thoughts, the definiteness and important of the thoughts themselves, and the neatness of his manner, produced a pleasant and marked effect on those who heard him.

The discussion was further continued by Rev. Mr. Hall of Brownington, Mr. Enos Stevens of Burlington, Mr. Baleh of New York, Mr. C. B. Castle of Burlington, Rev. C. C. Parker of Waterbury, Mr. Manley of West Poultney, and Mr. G. W. Benedict.

Mr. Parker said so far as his experience went the study of English Grammar was rather attractive than otherwise. He remembered when he was too small to study it himself, he took an interest in hearing and seeing the larger boys and girls, who, set aside by themselves, were going through their grammatical exercises; and when he became old enough to be one of the group his interest was none the less. This remark of Mr. Parker brought up Prof. Buckham, who said perhaps he could throw a little light on that point. When he began a school once, he gave out a notice that he would soon form a *parsing class*. A little chip of a girl who heard the notice, burst into the room at home where her mother and some other ladies were sewing, with the exclamation, "oh mother, Mr. Buckham says he is going to form a *sparking class*."

Mr. Buckham's elucidation caused great merriment in the assembly.

EVENING SESSION.

The session opened at half-past seven: the Hall being crowded to its utmost. At eight o'clock, the President introduced HON. DANIEL NEEDHAM, of Hartford.

COL. NEEDHAM'S ADDRESS.

Mr. Needham's subject was: *Teaching as a Profession*. He compared the Profession with the other professions, in respect to its estimation before the Public, and its rewards of fame and profit. It was entered upon too often as a make-shift or stepping-stone to some of the other professions; and too often, also, without sufficient training and fitness for the calling. School Committees and Superintendents too often think it enough, if the Teacher is "a good, moral man." But necessary as is the qualification of a good moral character, it is no more a substitute, for other qualifications in the business of teaching, than in that of shoeing horses. Entered upon with proper previous training and under a conscientious sense of duty, teaching yields to no other calling in honor—it is indeed, the highest and most respectable duty committed to man, and it will bring its reward, both of money (for in no age is talent better rewarded than in this), and in a true and genuine reputation which will last when that of many a prominent politician or public man has disappeared. Who remembers now who composed the Cabinet of President Polk? The name of Socrates, to-day, stands higher than that of Alexander. The King's fame has paled before that of the Teacher's.

The speaker adverted to the systems of Education among the Greeks and Romans, and brought the result of his researches to bear on the subject of normal schools, maintaining that the profession of the teacher cannot be what it should be, and take its proper place by the pulpit and the bar, until normal schools for the training of teachers are maintained under *State patronage*. The expense attending such a system, ought to be no objection. He maintained, that in a merely economical view the State could not *afford* to withhold abundant support from the schools, for it is cheaper to sustain schools, than to support paupers and criminals. He quoted from the statistics of Newgate and the penitentiaries of a number of the United States, to show that ignorance is, throughout, the parent of crime. Our Fathers, poor as they were, appropriated liberally for the suppoat of the schools, and it is not for us who reap the fruit of their self sacrifice, to adopt another policy. Much has been done by wise legislation and the labors of the able Secretary of the Board; much was now in process of accomplishment by the agency of this association, but much remained to be accomplished, and we must go on in the good work, remembering that the labor is not for ourselves alone, but for the millions who, in ages to come will inhabit the land of Washington, of Franklin, of Adams and of Webster.

Col. Needham was abundantly applauded at the close of his discourse, and the thanks of the Association, (moved by Rev. Mr. Parker,) were voted him for his able, interesting and instructive address.

A most interesting and agreeable episode followed. Mr. B. F. Winslow of Pittsford, stepping before the platform, called Secretary Adams to his feet and spoke in an impressive manner, as follows:

MR. WINSLOW'S SPEECH.

MR. PRESIDENT,

I am charged with a most pleasant and happy duty. To be designated to perform is indeed an honor. To be the medium of conveying the deep and earnest gratitude of that large, intelligent, and noble band of the daughters of Vermont, engaged in one of the noblest, holiest causes, to him who has been so faithful, so efficient, so self-denying in promoting the cause, is a compliment for which I feel as grateful as I am unworthy.

Mr. Secretary Adams, in the name and on the behalf of these fair co-workers with you in your noble toil, now and here assembled, allow me to tender to you their grateful appreciation of the manly and disinterested sympathy you have so steadily extended them; to tender to you their gratitude for your faithful and untiring efforts to lift up the drooping interests of Education in our own Vermont. And as a token of this gratitude and regard, allow me to place in your hands this fair and beautiful work of art. The *name* engraved upon it they will ever cherish. The emblem representing the beautiful animal that once roamed over our grand hills, which your eye by inspection will discover surrounded by the words which have often fallen from your own lips, will remind you that it is from the "*Dear* Vermont School Ma'ams." As you hold this token in your hand, as you mark the flight of time, may it incite you to work on faithfully in your noble course, and when life shall end, and you rest from your labors may your name be associated with that of Eaton, and Slade, and Mann, and you at last receive the welcome of "Well done, good and faithful servant."

And now, if these who have thus engaged me with this pleasant duty approve and will sustain me in what I have now said, they will please rise. [The lady teachers present, who formed a large portion of the audience, rose en masse.]

This, Mr. Adams, is no bauble. It is pure and unsullied, but not purer than the hearts of these who have bestowed it.

With these words, Mr. Winslow placed in Mr. Adams's hand a costly and beautiful *watch chain*, of gold, tastefully woven in a braid of many solid links, finely wrought and tastefully finished throughout. The massive slide of the chain, bore on one side the name of Mr. Adams, and on the other side in bold relief, a spirited delineation of a deer, (which forms the crest of the Vermont Coat of Arms,) surrounding which above and below were engraved the words "*Presented by the Vermont School Ma'ams*,"—the Deer being the substitute for the adjective which it is to be expected the recipient of this elegant testimonial will henceforth, in mind, if not in speech, ever associate with the phrase "*Vermont School Ma'ams*," so often used by him, but never without sincere appreciation and respect.

MR. ADAMS' REPLY

Mr. Adams, his countenance working and his voice at times trembling with emotion, replied. He professed himself utterly unable to find words in which to express his gratitude. Dear as it would be to him, and proud and grateful as he was, personally, to receive this token of their approbation, he was ten thousand times more thankful for it, as an indication of the interest existing among the female teachers of the State, in the good cause, for which he was a humble laborer with them. He well knew that wherever there is a cause to be advanced, noble enough to enlist the sympathy of the truest hearts, though men may refrain, woman will be found true. When men deserted the Great Teacher, women were last at the cross and first at the sepulchre, and throughout the history of the race, were the whole truth known, it would be found that the truest heroes of humanity had ever been supported by the sympathy and encouragement of the mother and sister and wife, holding up his hands, as those of the prophet of old were stayed. The time was coming when the devotion of the School Ma'ams of Vermont would reap its reward in the gratitude of the people when mothers would acknowledge at least an equal interest in the culture of their children, with the teachers—and when Vermont would duly appreciate the noble self abrogation, the pure and quiet courage of this band of her daughters who were doing so much for the good of the coming generation and for the race. "My life" said Mr. Adams, "has heretofore made me acquainted with some of the rough corners of human existence, as well as its better phases. I am conscious that my own character has been changed by contact with purer natures. And this much at least I have learned; that when a man can go home from his toil, at night, and tell his wife and sister what he has done, and look up to find upon their faces the smile of approbation, he may lie down and sleep content. He needs no better solace or reward than the appreciation of true womanly hearts. Again I thank you."

The whole assemblage was moved by the feelings which such a scene and such words could not but excite, and a hearty and continued round of applause from the gentlemen showed their sympathy with the sentiments of both the address and the reply.

Mr. Winslow, declaring that his duty was not quite ended, proceeded, humorously, to confer on Mr. Adams the title of *Generalissimo of School-ma'ams*, originally given to the late Ex-Gov. Slade, by Mr. Adams, himself, and which could now, Mr. Winslow said, be conferred on no one so fitly as upon the man on whom the mantle of the departed Slade seemed to have fallen.

The Convention then adjourned, and the assemblage gradually dispersed; a number of the Ladies remaining to offer in person their congratulations to the happy man whom they had thus "delighted to honor."

THIRD DAY.

The session opened in the morning with a large attendance, though not quite so crowded as that of the evening previous.

The resolution of last year on the subject of prescribed terms of admission to Academies being called up for discussion, Mr. Colby, of St. Johnsbury, adverted to the great multiplication in this State, within the last twenty-five years, of "Academies," "Institutions," and "Select Schools." They are found in every village of considerable size, and in many which are quite small. They generally propose to teach everything, from the merest elements to the most advanced studies of a collegiate course and admit pupils accordingly,—thus drawing from the proper common schools of the vicinity many who ought to be there, and leading many to consider the latter rather disreputable for all who are able to go to the academy. Both the common school and the academy suffer in consequence. For the sake of a higher reputation, the more advanced studies get a chief share of the teacher's attention in the academies. In fact there is no expectation that much attention will be given there to studies of a more elementary sort.

Still farther there being no rule of exclusion, the academical books of a higher order find their way into the common school also, and absorb and distract the attention there. The consequence is that the children want to study chemistry and philosophy, when they can neither spell correctly, write neatly, or compose an accurate sentence; are, in short without the practical knowledge which the general wants of life demand. It must be seen that to a great extent these academies, institutions and select schools are not in harmonious action with the stable parts of our educational system, with either the common schools below, or the colleges above them.

Two inquiries cover the ground of the resolution under consideration. 1. Would it be *desirable* to have a certain amount of attainment in knowledge—the same to be ascertained by examination,—prescribed as the condition of a pupil's admission into the academy. 2. If desirable, is it *practicable*. The first Mr. Colby answered in the affirmative. Could it be so, it would greatly relieve the teachers, and would improve both the common schools and the academies; but he did not believe it *practicable* yet awhile, if ever. Our will to have things better does not give us the power to make them so. Circumstances control us, and hinder us from doing what we would do if we could.

Many of these institutions are started from a feeling of village rivalry, or from a desire to save the expense of sending children to a remote one, and in most of them there are no means to sustain the institution, beyond what can be got from tuition. The pupils must be got in somehow to make numbers, or the institution must stop. The conditions of admission cannot therefore be made stringent. Yet no doubt there are some academies strong enough to regulate the matter for themselves, as it should be. So far as it can be done, its influence will be good

Mr. Ferrin, of Hinesburgh, enforced many of the remarks of Mr. Colby, as to the effect of the great multiplicity of these schools, whether chartered or not, and their need to make every thing work for the increase of the number of their pupils, because their support depends entirely on tuition money, in most instances. Adverting to the early history of the State, he said it was plain that the expectation then was to have only one College for the State, and one County Grammar School for each County, and Common Schools as needed in the several Towns—all to be supervised by the State, and open to all. The change from the original plan many of the friends of education had seen reason to deplore, but the change was made, and there could be no retracing the step; and so far as Academies are concerned, one for each County would not suffice by any means.

The Common Schools are constantly under the supervision of law. The stable character of the Colleges secures for them the supervision of their Corporations; but the institutions under consideration are practically at loose ends, in most instances. The prosperity of each one is dependent mainly, often entirely, on the Principal, who takes the risks, and is expected to arrange pretty much as he likes to promote his own interest.

How would it do to allow each town which should choose to do it, to organize for that Town a High School, and to sustain it on the Grand List, bringing it under the restrictions of law as the common schools are brought? The Union School, now authorized, approaches this, but dependent on such districts only as agree to form one, it does not fully meet the want. Graded Schools moreover cannot easily exist except where there are large villages. Under lawful authority to do so, some towns might establish such High Schools, and progress for the better would be made.

Mr. Conant of Burlington thought the difficulty of establishing a proper degree of attainment as a condition for entering the academies &c., was over-rated by those who preceded him. If a teacher would have courage to face the effect arising from the reputation of having a small school, for a while he believed the manifest benefit of a more rigid system would soon be perceived.

Receipts might be lessened at first, but expenses would also be lessened. In the end the academy would be better, the common school would be better, the community would see it to be so, and would properly sustain both.

The subject was briefly remarked upon further by Messrs. Wheeler, Stevens, and Adams of Burlington, Stone of Waterbury, and Childs of Castleton.

Mr. Stone said the academies and institutions under consideration, such as they are, could not be dispensed with, and the difficulties felt in this State are felt in Massachusetts and other States, in a measure. Many of these schools have the *name* of what in reality they are not. Like the boy, who cried for sale "hot buns," when they were cold and dry, and answered to the disappointed customer who asked him what he called them so for, that that was their *name*, so we might say of many of these institutions which have a sounding name, to make them marketable. *Endowed* institutions were greatly needed.

Mr. Benedict, of Burlington, thought it better to lay the resolution on the table. Practical action could not be expected from it. The discussion had done good, and a renewal of it at a future time, would do more. The time, doubtless, would come, when there would be well-endowed academies—he thought not from legislative munificence, but from private liberality—which would be able to support good teachers in a permanent way,—which now hardly one in the State could properly do,—and such could have thorough and prescribed courses of study.

We must be content to wait, and to do as well as we can in the mean time. It is a long process to bring a large community under the influence of an abiding new sentiment. Some of the most striking and important improvements of the school law, lately made with such general good will, were pressed on the attention of a large assembly of the influential minds of the State, who had met for the express purpose of inquiring what could be done to improve education in the State, twenty five years ago, and they have been often urged since that time, yet it was not till last year that the sentiment had become strong enough in the State to insure their adoption.

Mr. Worcester, of Burlington, thought that, as the subject was discussed last year, and had been discussed again now, it had better not be laid on the table, but disposed of;—and it was so done.

THURSDAY AFTERNOON.—The Eulogy on Ex-Gov. Slade, by Prof. Boardman of Middlebury, we did not hear, and are consequently unable to speak of.

ANOTHER PRESENTATION.

Rev. C. E. Ferrin of Hinesburgh, arose and remarked that it had been discovered that a matter of business, attended to the evening previous, had not in respect to fullness, entirely met the feelings of all present, and he had been persuaded against his will, though certainly not without his hearty sympathy, to bring it before the convention for an adjustment and completion. He did so with the more reluctance because it related to the doings of that portion of the association who now occupied the South side of the Hall [The southern half of the room happened at the time to be almost exclusively filled with ladies] and because it might seem to call in question the *excellence*, in the original sense of the word, of his friend, the worthy Secretary of the Board of Education. None could appreciate more highly than himself the labors of that gentleman; but when it came to saying that he of *all* persons was contributing most to the good cause in the State, he did not know that he was ready to give full assent. It might be that there was another to whom was owing a good share of the energy and efficiency of those very efforts. In fact, he (the Secretary,) had told us of one who, when he was careworn and weary with his toil, with sweet encouragement and true affection at once rewarded him for his work and strengthened him for renewed exertion. It was fitting that the influence of that wife and mother should have a recognition from those who appreciated so highly his labors. A number of gentlemen—mostly of the teachers present, though some of Mr. Adams' fellow citizens had been allowed the favor of a share in the matter—had united in procuring a simple testimonial, which he had been requested to ask the Secretary to present to his wife, as a slight token of the homage which we are all glad to pay to those who cheer and comfort and strengthen us in the battle of life. While many daughters do nobly by their direct efforts, and fill well a place on the platform with the recognized workers in many a good cause, none work more effectually for humanity than those who, in the quiet of home, with constant and warm affection and sympathy, inspirit and often direct the efforts of husbands and brothers and lovers, in the service of their generation and their country. He would only add the injunction to the Ladies present: "Go and do likewise."

It is seldom that a duty of the kind is performed so neatly and acceptably as was this by Mr. Ferrin, and hearty applause testified the entire approval of the audience.

The gift thus presented was a tasteful and valuable gold watch and chain. It was taken by Mr. Adams, and after a moment's pause placed by him in the hands of his wife, who sat near him well-nigh overcome by modest and becoming emotion. Then, sensibly oppressed by feelings too strong for audible utterance, he replied

He said that the past few hours had been crowded for him with feelings so intense as to be painful. When three years since he accepted the post of Secretary of the Board, he little expected so soon to see a day like this. He commenced his labors feeling his entire inadequacy to the task, and only hoping that the earnest good wishes and endeavors to do his best, which he should carry into the work, would enable him, if he could not move the intellect, to touch the noble heart of Vermont. If that could be done he knew that all would be well. To have been a humble laborer in such a cause, and to see so soon, results which he had only hoped to find after ten or fifteen years of effort, was reward enough; to be made in [illegible] to be renewedly the object of the [illegible] consideration of an assemblage like this, so delicately tendered, was really more than any man ought to be called upon to respond to. He could only thank them again and again from the bottom of his heart. The deep feeling with which Mr. Adams spoke, infected the whole audience, and moistened eyes were plenty as he closed.

After the transaction of some necessary business, Mr. Adams was again called to the stand, to speak in behalf of the Executive Committee, the closing words of farewell to the Association.

He complied in a speech to which our limits allow us to give too little space, and the earnestness and effect of which we should find it hard to represent, if we should try. He commenced by remarking that the original arrangement of the Committee was to have had the duty performed by Prof. N. G. Clark, to whose ability and interest in the cause of Education, he paid a hearty tribute. The state of Mr. Clark's health had prevented his being present at this meeting, and he (Mr. Adams) must reluctantly endeavor as best he might, to supply his place. He recounted the grounds for encouragement so apparent throughout this session. He contrasted this great gathering, of intelligent men and women, of men high in official position, of worthy legislators, all enlisted in the cause of Common Schools—with some educational meetings which he had held, even in some populous and cultivated communities in the State, where he had been obliged to break into a public room, sweep the floor, build the fire, and ring the bell himself—and speak with few to hear or care, in one case beginning his lecture to an audience composed of only one woman.

He mentioned the case of a clergyman in the State whose scruples would not allow him to give notice of an Educational meeting from his pulpit, whose worthy wife was heard afterwards, calling him to account, and assuring him that had she known of it, *she* would have made good the omission by visiting every house in the place, and notifying them of the meeting. [A gentleman here suggested that that woman ought to have the next watch.] He asked the Teachers if, amidst all the obstacles, of which, perhaps, too much had been said, there was not cause enough for good cheer,—if it had not been good for them to be here. He impressed upon them their responsibility as teachers, reminding them that the *moral* as well as the intellectual training of the children of the State depended, in a good measure, on the Teachers, and that it was of more consequence that a boy or man should be *true* than that he should be keen—that he should be upright rather than learned; reminding them, too, that the perpetuity of our republican institutions depends upon the intelligence and honesty of the coming generation, whose character they were to help form; and bidding them in fine, to labor on with heart and hope, and as the crusader who was bearing the heart of Robert Bruce to the Holy Land, when well nigh overpowered in the fight, cast before him the casket, and, followed by his comrades, clove his way after it to victory; so they must cast before them the talisman of their good cause, and follow it to final triumph.

With this inspiriting address, and after singing Old Hundred, the Convention adjourned to meet again next year, at St. Johnsbury.

The session is allowed by all to have been much the largest, and in every way the most interesting and successful meeting of the association, thus far. There were many features connected with it, which we remember and note with peculiar pleasure. The large proportion of ladies gave the audience at all times a lively and pleasant appearance. Vases of flowers decked the stand from day to day. A collection of Hymns, adapted to the occasion, had been printed and were freely distributed, enabling all to join in the singing, which at once filled pleasantly the intervals of business and gave impressiveness and solemnity to the proceedings. The most perfect harmony and good feeling reigned throughout the successive discussions. The literary exercises were practical and elevating in their tone. The numerous strangers present were, so far as we are aware, promptly and agreeably accommodated by our citizens, and will, we trust, carry with them pleasant remembrances of their stay here. The entire influence of the occasion cannot but be powerful and extensive for good. We chronicle its success with sincere gratification,—a success which it is simple justice to say, was largely due to the efficiency of the Committee of Reception, Messrs. Worcester, N. Peck, Jr., and E. A. Fuller, to the excellent President and Secretary of the Association, to the Secretary of the Board of Education and to the chairman of the Business Committee, Mr B. F. Winslow.

VT. TEACHERS' ASSOCIATION.

NINTH ANNUAL SESSION.

THURSDAY EVENING.

MET AT 7½ P. M.

Rev. C. E. Ferrin, of Hinesburgh, from the Com. on School Journal, presented the following as their report, which was accepted and laid on the table.

REPORT.

BURLINGTON, Aug. 17, 1859.

TO THE VERMONT TEACHERS' ASSOCIATION:

Your committee appointed to take into consideration the report of the conductors of the "Vt. School Journal," after free conference and mature deliberation, submit the following report:

Not long after the last annual meeting of this association, one of the gentlemen appointed to ascertain if such a Journal could be supported, said he doubted if it should be judged best to undertake it—left the State, and the whole labor was thrown upon the other two, Messrs. A. E. Leavenworth and J. S. Spaulding. We are happy to learn that the enterprise of these gentlemen has been equal to the task; and that the Journal has, at the end of five months, a paying subscription that will insure them against any direct pecuniary loss for the first year.

This success of the Journal is, almost entirely, due to the interest and energy of its conductors—and whatever credit it has gained, or influence it has exerted, is also due to them—and the whole pecuniary responsibility rests upon them. Hence your committee unanimously recommend—that Messrs. Leavenworth and Spaulding be requested by this association to continue the publication of the Journal, according to their judgment of what the best interests of education in the State require, and on their own responsibility.

And further, while we believe it to be neither practicable nor desirable to divide the responsibility of editing the Journal, we wish to say that two things seem to us essential to its permanence and usefulness.

Firstly, Its literary character, while not aiming to be distinctly profound or philosophical, must be pure, chaste, and scholarly—and its educational views and theories must be wise, judicious and practicable.

And secondly, Since the conductors cannot expect a pecuniary profit that will enable them to secure the services of competent paid contributors and agents, they must have the free and generous aid of those who are intelligently and deeply interested in the cause of education in Vermont.

And we therefore recommend that teachers and all interested in the cause which the Journal seeks to promote, do cooperate with its conductors in every way that is calculated to make it what is needed, and to give it a large circulation.

C. E. FERRIN,
M. H. BUCKHAM,
S. R. HALL,
J. K. COLBY,
} Committee.

Hon. Daniel Needham, of Hartford, gave an address on Teaching as a profession, for which the association passed a vote of thanks.

Mr. Winslow, of Pittsford, in behalf of the Vermont "School Ma'ams," presented in a neat speech, a heavy gold watch chain, to J. S. Adams, Esq., Sec. of the Board of Education, to which Mr. Adams made a hearty response.

Adj. to 8½ Thursday, A. M.

THURSDAY 8 1-2 A. M.

Rev. Mr. Ransom of Milton, read the scriptures and offered prayer.

The Committee on the place of meeting next year, reported in favor of Middlebury, which was amended by the association by substituting St. Johnsbury, and as amended was adopted.

The report of the Special Committee on the School Journal, was taken up and adopted.

The Business Committee reported the following resolutions which were adopted.

RESOLUTIONS.

1. *Resolved*, That the present School Law of Vermont, has given a new and powerful impulse to the cause of education in this state and commends itself as worthy of a hearty support.

2. *Resolved*, That the Association recommends to the Union and other school districts in the State to arrange their terms and vacations so as to allow their teachers to attend the meetings of this Association.

3. *Resolved*, That in the opinion of this Association it is eminently desirable that the educated and cultivated mind of the State should still more earnestly enlist itself in the cause of popular education.

4. *Resolved*, That the thanks of this Association be endered to the Rev. Dr. Child, for his very appropriate, eloquent and impressive address.

5. *Resolved*, That the cordial reception and generous hospitality extended to the members of this Association by the citizens of Burlington demand of us our warm and earnest acknowledgement.

6. *Resolved*, That the committee of reception who have generously devoted so much time and effort to promote the comfort and success of this association are entitled to its marked regard.

7. *Resolved*, That the association still appreciates the courtesy extended to it by the various Railroads in the reduction of their fare.

8. *Resolved*, That the publishers of the several newspapers in Vermont, be respectfully requested to publish the proceedings of this meeting, and that the Secretary be directed to furnish for this purpose a report of the same.

9. *Resolved*, That this Association earnestly recommends to its Officers, to the Teachers and Town Superintendents, and to all the friends of Education in the various parts of the State, to form, so far as practicable, Town and County Educational Associations.

The following resolution of last year was taken up.

Resolved, That our Academies would more effectually serve the interest of education by insisting that all persons admitted as scholars shall have made definite acquisitions, and by determining the fact by actual examination.

Discussed by Messrs. Colby of St. Johnsbury, Ferrin of Hinesburgh, Conant, Stevens, Wheeler and Benedict of Burlington, Stone of Mass., Lee of N. Y., and Child of Castleton, and adopted.

The following resolution was referred to the Executive Committee, to be brought forward and discussed at the next Annual Meeting.

Resolved, That in the opinion of this Association the friends of Education in Vermont, can do a work of much value to our Schools by securing good teachers, and making their relation to the schools as permanent as possible.

The Report of the Treasurer, J. S. Spaulding, showed a balance in the Treasury of $19 71, with claims outstanding, amounting to $25.

The Report was accepted.

The Committee to nominate Officers reported the following list; which was adopted:

LIST OF OFFICERS.

President,
REV. CALVIN PEASE, D.D.

Vice Presidents,

J. F. BOLTON, *Addison Co.*
REV. J. D. WICKHAM, *Bennington Co.*
J. K. COLBY, *Caledonia Co.*
A. E. LEAVENWORTH, *Chittenden Co.*
LOOMIS WELLS, *Essex Co.*
REV. E. B. SMITH, D.D., *Franklin Co.*
" O. G. WHEELER, *Grand Isle Co.*
" JAMES DOUGHERTY, *Lamoille Co.*
R. FARNHAM, Jr., *Orange Co.*
REV. PLINY H. WHITE, *Orleans Co.*
B. F. WINSLOW, *Rutland Co.*
REV. C. C. PARKER, *Washington Co.*
MR. THOMPSON, of Bratt. High school, *Windham Co.*
HON. CROSBY MILLER, *Windsor Co.*

E. CONANT, Burlington, *Treasurer*.
EPHRAIM JEWETT, St. Johnsbury, *Auditor*.
REV. S. L. ELLIOTT, Fairfax, *Secretary*.

EXECUTIVE COMMITTEE.

J. K. COLBY, *St. Johnsbury*.
REV. R. M. MANLY, *Poultney*.
MR. THOMPSON, of Peacham Acad., *Peacham*.

Adjourned to 2½ P. M.

THURSDAY, 2½ P. M.

Rev. Dr. Wheeler, of Burlington, offered prayer.

Prof. G. N. Boardman, of Middlebury, presented the following resolutions, and appointed them with appropriate remarks, in relation to Gov. Slade:

Resolved, That this Association cherishes the memory of the late Hon. WILLIAM SLADE, with the highest regard and affection; and that, while we bow submissively to the dispensation of Providence which has removed him from among us, we deplore the loss of a special friend to all Teachers, and an earnest, untiring and judicious advocate of Popular Education.

Resolved, That we sympathize deeply with the family bereaved by his death; while we deem it a subject of gratitude, that he was allowed so protracted a career of honor and usefulness.

Resolved, That a copy of these resolutions, signed by the officers of the Association, be sent to the widow of Gov. Slade, and be