

THE JOURNAL OF

LYDIA ANN STOW

JANUARY 1, 1840

TO

FEBRUARY 23, 1843

JOURNAL OF LYDIA ANN STOW

January 1, 1840 to February 23, 1843. 4 volumes.

Property of Framingham State College, Framingham, Massachusetts

Lydia Ann Stow was a member of the first class of the first state normal school in the country. The school was founded in Lexington, Massachusetts, in 1839, moved to West Newton in 1844, and moved again in 1853 to Framingham, where it continues to-day as Framingham State College.

The first class includes all who were honorably graduated previously to May, 1841. They were taught together, and have always been considered one class, but their time of connection with the school was not uniform, their dates of entrance and leaving differing.

The journal was begun while Lydia Ann Stow was a student at the Lexington Normal School and continued for 11 months after she completed her course on March 24, 1841.

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Stow Journal, v. 1

Jan. 1, 1840 to July 8, 1840

Lydia Ann Stow.

Normal School

Jan 1 1840 - July 1840



Inscription on the monument, which was  
erected in commemoration of those who fell on  
the 19th of April, 1775.

"Gained to Liberty, and the Rights of mankind!!!  
The Freedom and Independence of America sealed  
and defended with the blood of her sons. This  
Monument is erected by the inhabitants of  
Lexington, under the patronage, and at the expense  
of the Commonwealth of Massachusetts, to the  
Memory of their noble Citizens.

Ensign Robert Munroe, Jonas Parker, Samuel Hadley,  
Jonathan Harrington Junr, Isaac Muzzy, Caleb  
Harrington, and John Brown of Lexington, and  
Isabel Porter of Woburn. Who fell on this field  
the first victims to the Sword of British Tyranny  
and Oppression. On the ever-memorable 19th of April  
An. Dom. 1775. The Die was cast!!

The blood of these Martyrs in the cause of  
God and their country, was the cement of the  
union of these states, then colonies, and gave the  
spring to the spirit firmness and resolution

of their fellow citizens.

They rose as one man to revenge their Brethren's Blood and at the point of the sword to assert and defend their native rights. They nobly dar'd to be free. The contest was bloody and bittering. Righteous Heaven approved the solemn appeal. Victory crowned their arms, and the Peace, Liberty, and Independence of the United States, is their ever glorious reward.

Wednesday, January, 1st. 1840.

The first salutation this morning was wishing each a "Happy New Year". Our teacher read the 90th Psalm, and then made some interesting remarks upon the close and commencement of the year. This is an epoch in human life. The close of the year is an appropriate season to attend to temporal affairs. I have often thought ~~the~~ neglects of this kind, were the cause of much misery, altercation, strife and dispute between man & man. Though this subject is not appropriate for you at the present time, yet it soon will come when you will be obliged to engage in these affairs. The close of the year is a fairer time to review the conduct. In our intercourse with our fellow men the feelings become excited, and we are apt to say too much, or too little or something that we ought not to say. Is it not right that we should have periods of retrospection, and what season is better than the close or beginning of a year. How have we lived in regard to the past, and what has been affected? The mariner when he is under a fair wind, looks at what he has been over, what seas and waters he has passed through, he takes the altitude of the

sun, so as to direct his course. We have all embarked on the broad ocean of life, what time better than this, to cast an eye back and forward, to see <sup>in</sup> what direction we are sailing. The opportunity of doing good lies within the sphere of all. The inquiry then comes, have we improved this? have we assisted our fellow beings in any way? what has been the influence of our example? Let no one because they cannot do any great good, think they are not applauded, she has done <sup>good</sup> if she has fulfilled her station however humble that may be. In looking back upon the year that has now drawn to a close, how many instances of divine goodness we shall find; new love and respect is awakened in our hearts. If we were to enumerate the kindnesses of our Heavenly Father for a single year, how great would be the sum of them. To him, do we owe the preservation of our lives to this time, the happiness we enjoy, and the blessings of health. Even through the darkest cloud we can see a star twinkling. As we look back upon the past, will it not furnish many useful lessons by which we may form plans for the future?

This period offers an opportunity for a review of our spiritual natures. The close of the year suggests to us the uncertainty of life. Let this inquiry be made, are we laying up treasures in heaven where neither moth nor rust

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doth corrupt and where thieves do not break through and steal; or are we laying up treasures upon the earth where moth and rust doth corrupt, and where thieves break through and steal. The young ladies then united with our teacher in singing a hymn upon the close of the year. This is the coldest morning we have had the thermometer stands at 6 degrees below 0. The Nat Philosphy lesson was upon the weight and pressure of liquids, the principle was explained by Mr P., during this exercise Dr Haskell of Ashby entered to visit the school, and remained until the session closed. Arithmetic and Algebra comprised the forenoon recitations, after recess, we attended to the Conversational Exercise. Mr P took a part in this exercise by explaining the meaning of old and new styles it was quite interesting. There was quite a variety in this exercise some anecdotes, poetry, biographical sketches &c. It was quite successful. This evening we passed very pleasantly with Mr and Mrs Pince all our number were together with the exception of two. Thus has flown the first day of the year upon which we have entered.

Thursday, January, 2<sup>nd</sup>.

This is a very cold morning the thermometer is 6 degrees below zero. The portion of Scripture read was the parable of the Good Samaritan. Our teacher said this was the most striking and expressive parable that our Saviour ever uttered.

Whatever being is in the image of God is our neighbor.....  
After singing a hymn and engaging in prayer, Mr P made  
some remarks, and gave some suggestions relating to the  
Model School. He spoke very encouragingly of our manner  
of progressing; this was cheering. We have passed this day  
in attending to Mr Peirce's mode of teaching in the Model  
School; he has been through the ordinary exercises for the  
day. I think much good may be derived in this way. It  
has been a day of profit and improvement to me I trust.  
The session closed at 4 o'clock.

Friday, January 3<sup>d</sup>.

Mr Peirce opened the school by reading the last part  
of the 10th chapter of Luke. <sup>They</sup> So said at Jesus feet was to  
learn of him, to become his disciple. This is something  
which we can all do, listen and profit by these instructions  
of our Blessed Master. Some hints in regard to teaching  
in the school below. "Give variety to the exercises, so  
that they may not become dull and tedious." Mr P re-  
marked that he was now entering upon his 33<sup>d</sup> year of  
teaching. During that time he had taught many schools  
and had in most found females superior in scholarship  
to males. By some it is said the female mind is weaker  
than the other sex. He differs from this opinion. The weakness  
is owing to its not being called into proper action.  
1<sup>st</sup> exercise. Nat Philosophy. 2<sup>nd</sup> Algebra. 3<sup>d</sup> Arithmetic.

P. M. 1<sup>st</sup>. Reading 2<sup>nd</sup>. Punctuation. 3<sup>d</sup> Geography. To take  
a review of the story. It has not been so successful as when  
Saturday, January, 4<sup>th</sup>.

The first morning exercises were the same as Thursday.  
after these we attended to the subject of Hydrostatics,  
and a review particularly of the figures. These appeared  
to be well understood and most were well explained. Our  
Algebra suffered, or the recitation suffered this morning.  
I sincerely hope & trust that the time is soon coming,  
when the subject will be fully understood and the rec-  
itations promptly recited by me & all. Mr Peirce then  
commenced his lecture which is a conclusion of the  
last, which was upon the subject of Reading. The  
topics of the last were enumerated. Then spoke of the  
circumflex accent, which is to be used when there  
is doubt, ambiguity, hypothesis and irony, expressed  
An example to illustrate. The beauty and force of  
reading is lost in a great degree, if attention is  
not paid to intonation of the voice. In case of  
repetition, the first word should have the rising  
inflection, the second the falling. The whole art of  
reading involves articulation, enunciation, and  
reaching to the sentiment. The monotone is an un-  
varied tone, it is a great fault in reading among  
some; but it adds much to the beauty of the sentiment.

of grave and solemn style, to have the monotone introduced. Some use the rising inflection altogether, others the falling, while some begin to read upon a high key, and let the voice taper down to a very low one. Some are continually running into a high key, and will be unable to read grave and solemn pieces. How are these faults to be corrected it may be asked. Some will say, read naturally. I say practice, practice under a good teacher, reading pieces which will correct the evil. Poetry inclines <sup>more</sup> to the rising inflection and the monotone, than to the falling inflection. In regard to ancient names, if you have selections to read decide beforehand what to call them, whether right or wrong. Foreign names we must pronounce according to English analogy. French and Latin phrases must be omitted, if they cannot be translated. A tale of Waterloo was read to illustrate the plaintive. There are many passages in Scripture to illustrate rhetorical dialogue, as in the conversation of our Saviour with the woman of Samaria. The question for discussion was, "ought school examinations to be confined to the committee." The discussion was not very animated. It was decided two in the affirmative & in the negative. After this, Mr P gave some suggestions that would assist us in this exercise. Before the stroke of the bell

Mr P said it had not been so bright and luminous within doors, as out of doors. but let us not be disheartened, but go onward and upward until we arrive at perfection. Mr Broadbury, teacher of this town, visited the school this forenoon.

Sunday, January 5<sup>th</sup>

A fine day. I listened in the afternoon, to a discourse from Mr Buckingham.

Monday, January 6<sup>th</sup>.

The twentyone Normalites are all together again. This is a rare occurrence and worthy of notice. Algebra was imperfect. Nat Philosophy well. Arithmetic prompt. Reading exercise, & Enunciation. Mr P thought did not receive due attention. Orthography and Nat History and Moral Philosophy were the other exercises. Mr Pince said he hoped he should not have to be asked to be excused from lessons but say, and strive to do as a celebrated scholar in college once did, viz. "I am determined I will not thrust any of my lessons aside for anything else. I will secure my lessons, and then get what pleasure I can." This was a wise and judicious rule. Let it be so with you; be slow to have anything which does not belong to study, interfere with it.



Tuesday, January 7<sup>th</sup>.

As our Journals and Compositions were returned, Mr. P remarked the former were well, but we write too much for the good of some of our other duties. The latter were better than any we have ever written, excepting, the one upon the discussion of reading fictitious works. Nat Philosophy was upon the subject of the construction of canals. Oh Algebra! I almost despair of ever mastering you. It is truly disheartening to make so many failures. The other studies are the same as yesterday, and crowned with usual success. The Misses Rogers of Billerica arrived today, and <sup>are</sup> to become members of this school. Our study hours were strictly observed.

Wednesday, January 8<sup>th</sup>.

This day is the anniversary of General Jackson's victory at New Orleans. As this is the last week of a term here, we are to devote it to reviewing. Nat Philosophy lesson was confined principally to the introduction and geometrical figures. Our teacher says it is no great attainment to know the forms of various figures and be able to describe them, but it is a great disadvantage not to know them. The Algebra class passed considerable time at the board, making a sort of a review of the first part that we have

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been over. Before recess Mr. P spoke of the importance of attending to physical exercise. If we attempt to study at the long recess, we but partially abstract our minds, and lose much good, whereas if we exercised our bodily powers and then our mental, we should accomplish much more. After a long recess came the Conversation Exercise, before however, we listened to a few remarks from the desk, upon the improvement of odd moments; if we have a few spare moments let <sup>it</sup> be devoted to Algebra, which needs attention. It should not be with us as with little children, who think they have ended their duties when they have learned their <sup>particular</sup> lessons. Mr. P gave an anecdote of Dr. Watt, quite interesting. The others were mostly anecdotes and quite brief. Not as much an intellectual exercise as it has been many times. Mr. P, I am sorry to say looks in miserable health today. I hope it is to be of very short duration. — Rapidly has passed this first week of 1846. Our evening hours were carefully observed by most. I made communication giving the evening, not through the medium of my lips however, it smile or even a look will often convey much meaning.

Thursday, January 9<sup>th</sup>.

This is a very pleasant and mild morning. We attend first to a review in Nat Philosophy, then to a

review in Arithmetic and Algebra. The latter was not busily performed. Our reading exercise was varied from the usual form. Each one selected a piece of prose or verse to read. There was some variety, and many of the sentiments were very good. I like this exercise much as it seems to awake interest. Our teacher expressed his pleasure at the performance. Conjunctions, Orthography, and Geography were the other exercises for the afternoon. The session closed at rather an earlier hour than usual, as Mr P's indisposition increased so much, as to render him unable to remain with us. Were we under the instruction of many teachers, I think the school would have been dismissed for this day, at least. I did not commence studying this until nearly half past seven, being engaged part of the time, before that, in drafting figures upon the board; from half past seven until nine no communication, save the recess.

Friday, January 10th.

Mr Perce meets us this morning looking most miserably. He thinks had he consulted his own inclination in the least degree, we should not have received the benefits of his instruction today. In connection with the Scriptures Mr P said they

word lawyer, was formerly applied in a different sense to what it is at the present time. Lawyers were those who wrote and expounded the Scriptures. Nat Philosophy was a review of the Mechanic Powers, together with an explanation of many figures. Algebra & Arithmetic as yesterday. The explanation of the why and wherefore in casting out the nines, was put the class in Arithmetic, but none were ready to give an answer. It was a reproach to us who were here last term, and heard a full explanation of this process. But this was the case. It would be a great acquisition if we had memories that would never fail us. In the afternoon Mr P explained this process, and the reason that it had slipped from our minds so soon, viz, because we did not do the work when we attended - rather when we went over it before; we did not tax our powers to the utmost to understand the reason; but simply heard, without applying the mind to the explanation. If we would learn principles says Mr P we must exert our own powers; no one can learn for us, more than a hungry person can be filled by seeing another, or having another one eat for him. Algebra & Problems on the globe were the other duties. A strict observance of study hours will accomplish all but miracles, says our teacher. I kept the study

hours without any communication for an hour.

Saturday, January 11th

The following query was answered this morning.  
Q. Are there any advantages resulting from the study of the globe, Mr P said he thought there were, advantages. He had never heard nor seen anything written to convince him of the contrary. It gives a knowledge of the situation of countries, their extent, &c. also some knowledge of astronomy, latitude and longitude. We then attended to receding in the Scriptures; next to a review in Nat. History. It was a good recitation. After a half an hour's recess Mr P began his lecture upon the subject of Spelling. This branch is connected with school instruction. It is a dry subject, and by some it is regarded as an humble branch of learning. It is no great attainment to be a good speller, but a great deficiency to be ignorant of this art. I shall arrange it under three heads. 1st, The claim that this art has upon the attention of teachers. 2nd, The proper time for children to attend to this branch of education, and consequently the best time for teaching. 3rd, The best mode of teaching it. Spelling when compared with reading, is a less intellectual exercise

yet it has a claim to our attention. The sense of composition is materially altered by the orthography. Not long since a captain wrote to the owners of the vessel; they thought from what was written that a storm had occurred at sea, and as near as they could ascertain some lives were lost, but they could not decipher where the storm took place, nor the particulars of it. It was written but, in an unknown tongue. A young lady that was away from home at school, once wrote to her mother, ~~the slaying~~ there had been a great deal of slaying in that vicinity, her mother inquired of her whether it was cattle or men. If I am told by a traveller that our guide will lead us through a straight way, I think he means a way that is not crooked, but if he says through a straight <sup>way</sup>, I think he means a narrow way. October 20th. 1839. If he writes the fare today has been excellent I think he means he has been well provided for, but if he writes the fair has been excellent, I infer he has been to a famous show. In the company of the blessed ~~their~~ devotion never dies, means the devotion of such a company is continual. But if it was these, it would mean that in such a company devotion never dies. The words Style. ~~Style~~: the first means a chronological date or era, the second, a set of steps. If I ask if the gentle-



man's ale is any better, it would mean a very different thing than if I should ask how if the gentleman's ail was any better. In the one instance the question would be prompted by Benevolence, in the other <sup>by</sup> Alimentiveness. A little girl wrote, the last aut. has left us, thus implying that the house had been infected by pissures, and they had all gone, whereas she meant they had been visited by a number of aunts, and the last one had gone. A graceful bough, an appearance of nature, is very different from a graceful bow politeness, courtesy, etiquette of a gentleman. The people in the town of Golden, once put all their milk together and made a mammoth cheese to send to President Jefferson. A school boy in writing of it, might say they made a nutty cheese and gave to him; this would not be paying much of a compliment to the President. An agent residing near the Coppermine River, wrote to a friend, that he had bought a lot of furs and engaged him to procure a sale for them; at the fur dealers; but it was found afterward to be firs trees, something very different from skins.

2<sup>d</sup>. Careful spelling is necessary to give authority to our language. It would be but a poor compliment

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to one interested in literature, that he could not spell correctly. The English language has undergone much alteration since the days of Chaucer, or even those of Queen Elizabeth; the writings of those days are scarcely legible at the present time. It would almost seem, that we read and speak a different language from our forefathers.

3<sup>d</sup>. Careful spelling preserves the etymology of words, and does much towards preserving the true meaning. In the word oxgenated, the letter e is sometimes substituted for o, thus destroying the etymology. Chymist is now written chemist. If I write the word ante deluvian I convey the idea it refers to some one who lived before the flood; but if I write it anti, it would be inferred that it would be one who was opposed to the doctrines of the flood. A better consideration which gives claims to this, is that we are often called upon to spell through the medium of writing, in public. Many are called upon to spell in public, but very few to read, and it is important that it should be done correctly. Spine chirography with bad spelling, is like specks upon the face of beauty. Ignorance in this art is often a source of embarrassment. Let the pupil be learned to observe

surely and carefully at the orthography of words.  
Be particular in little matters.

Secondly, The best or most suitable time to attend to this art. It is an exercise that depends upon memory, and suitable for children of an early age, as soon as children have learned to pronounce simple words, then let them attend to this art. It is said if children never do not learn to spell well when at school, they seldom acquire this art. Thirdly, The best mode of teaching—

Let it be done by the eye; this organ is more commanding and certain than any of the other organs. How much more readily a lesson is learned through the organ of the eye than the ear. A scene that had been witnessed will appear much more vivid than to hear a description. Let your pupils spell by writing the words upon the slate; writing will be the manner in which they will practise spelling in after years. My mode of teaching has been to have 3 or 4 classes attending to this exercise at the same time; then by the time I had given a word to each class the first one would be ready for another. This mode may sometimes be practised with advantage, also have them write upon the Blackboard; while a portion of the class are observing.

There is one advantage in oral spelling as it teaches pronunciation; neither would I have it discarded altogether from schools. It will engage the attention of the class to have one scholar spell one syllable; the next another and so on. The reading lesson should be the subject of spelling, rather than the long columns of the spelling book. Practise them upon words in common use, or common & proper names, words that are often misspelled, and that vary in termination, but sound alike, as the those ending in trons, ceous. There is much difficulty in selecting proper school books to teach this art. I think Worcester to be the best standard. Our question for discussion today, was this "Ought there to be any distinction, in instruction and discipline of the sexes in common schools" A large majority were on the negative side. The closing remarks were the following, "be faithful to duty. The only true government is that over one's self." In some respects this week has been pleasant, but in others it has not, as I have suffered from bodily pains. Though I am now recovering. I shall be entirely well, at least in the joy of the moment, when I find there has been a faithful observance to study hours.

A limited mind can never understand what an unlimited one can and it is probable that it will always be so

Sunday, January, 12<sup>th</sup>.

Rev Mr Parker of Roxbury gave two fine discourses today.

Monday, January, 13<sup>th</sup>.

Again we resume our labors after an interval of rest. After engaging in the Devotional Exercises, Mr P answered this query, "which country is the most literary?" Germany has the most literary men. France contains the most men of science. The young ladies passed the forenoon in the Model School, while Mr Peirce had rather a review among the pupils. Some of the friends of the scholars were present. We then had an intermission of an hour, and then assembled in the upper room. A number of people from this town came in, and heard us read portions which we had selected, and revise some principles we have learned in Nat Philosophy & History. The last exercise was reading Compositions. The session continued till 5 o'clock.

Tuesday, January 14<sup>th</sup>.

Another three months of our time here has gone, and I sincerely regret it. Mr P says we will just mark the boundaries between these two epochs by a vacation of two days: this is one of them.

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Wednesday, January 15

Most of our number have attended the Dedication of the new church, at East Lexington. This building is small, but a picture of neatness & simplicity. The introductory prayer was by Mr Stetson. Hymns read by Mr Ripley. Sermon from Mr Pierpont. Address to the people by Mr Emerson of Concord. Concluding prayer was offered by Mr Damon. There were many people present. The services continued nearly three hours.

Thursday, January, 16<sup>th</sup>.

The thermometer stands 12 degrees below 0, indicating the greatest degree of cold we have had this winter. I hope this low temperature will not reach our intellects and affect them. Our Journals were returned they have improved in the quantity written. Remarks were made in regard to the Model School; fewer teachers are to be engaged here than have been formerly. Misses Haskell, Locke & Damon are to leave for the present. Miss Smith and Harris to engage alone, in the forenoon. Misses Drew & Treson in the afternoon. Our lesson in Nat. Philosophy was almost wholly omitted for want of time. Algebra and Arithmetic were the other recitations for the morning. Another young lady is added to our number. Miss Kimball of Dorset.

Mr Peirce at noon said he had heard some very  
sad intelligence, that the Steamer Lexington on  
her passage from New York to Stonington, had taken  
fire and been destroyed, together with 150 or 200  
passengers, who all perished but 3. It is not certain  
but most probable, that Dr Hollan and family were  
among those lost. It is supposed Dr H was on his way  
to attend the Dedication, yesterday. This is indeed  
saddening to our hearts, that so many should  
perish at almost one moment.

Our afternoon duties were Reading, Punctuation,  
Geography, Writing, Moral Philosophy and Music.  
The closing remark was, as we begin a new term let  
us see wherein we are weak and there fortify ourselves.  
Study Hours were sacredly observed.

Friday, January, 17th.

Mr Peirce spoke of Dr Hollan; the statement is con-  
firmed that he was among those, whose lives were  
lost on board the Steamboat. Mr P said perhaps the  
young ladies had never had the good fortune to be  
personally acquainted with Dr H. He was purely German  
in his character. He was a man of great intellect, but  
with all his knowledge, he was perfectly humble  
and unassuming in his manner, and walked nearer  
to the footsteps of his Master than any person I ever

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knew. The recitations today are similar to those  
yesterday. The aspect of this day has been less favor-  
able than many. Mr Parks of Lincoln passed an hour  
in school this afternoon. Session closed at 5.....

Study Hours faithfully kept.

Saturday January 18th.

It is two degrees colder this morning than on Thursday.  
The classes in Arithmetic and Algebra performed  
at the Board. Reading from the Scriptures was attend-  
ed to. Our question for discussion was, which should  
be the chief object of the educator, to cultivate the  
faculties or impart instruction. All were in favor  
of first cultivating the faculties. Mr P thought both  
could be attended to with advantage.

Mr Peirce then commenced his lecture, upon the  
art of teaching Geography. This branch claims  
attention in our schools; it throws light upon history  
and travels, with how much greater interest will  
these be read, where there is an acquaintance of this  
science. <sup>The study of</sup> Geography awakens curiosity. You find in  
schools, a desire to hear and know of other parts of the  
world, of different countries, their situation; there is  
no study which will interest the pupils more than  
this. It is happy that study, <sup>which</sup> will furnish food for  
the intellectual powers, and not be beyond the

comprehension of a young learner. This study is of more importance now, than in former days, as there is more intercourse between nations, and travelling in different parts — this tends to civilize and christianize the world. Every thing done in this way is worthy of attention. This study exercises the powers of perception, conception, comparison, judgment, memory, discrimination, locality & individuality. This study will awaken observation, and what is more important to a child, than being an accurate observer; the war of this had given rise to much strife and dispute between man and man. There were some good remarks upon this subject made at the late Convention, by the Secretary of the Board of Education. If Geography had no other advantage than training the faculties, still the mental discipline would be sufficient to commend it to the attention. This department had been little understood till very recently; the old mode was to study without maps. Little can be learned without <sup>them</sup> maps. Little can be known of the magnitude and situation of places. There are two methods of teaching Geography at the present day, to begin with generals and go down to particulars; and to begin with particulars and

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going down to generals. Children become interested in particulars, and they should be taught first. The old way of commencing Geography was to begin with the solar system. How absurd to call the child's mind to things so abstruse and beautiful, a subject which has engaged the powers of some of the greatest men. Begin with the Geography of the town in which you are, show the pupils a map of the town of any particular features. Let them draft the outlines on their slates. From this, proceed to adjoining towns and to the state. Learn the points of compass. When you have learned this geography of the town you live in you have accomplished a great object. This beginning with particulars is following nature; it is the right eye while the other is the wrong one. How did our first parents do when they opened their eyes upon the world? they did not go to the remote parts of Asia and Europe, but examined the objects immediately about them, in Paradise. This method is slow but sure, yet it will give tenfold more good than the other method. Teach by maps. Teach by the eye, which is more sure, commanding and observing than the ear. Let them draft a map, no matter how crude it is, it will be better than nothing. Teach great principles



of nature, rivers, mountains, seas & islands no matter how distinct these are in the mind. Combine with localities anecdotes in history as the Brandy Wine, Lake Champlain, Bunker Hill. Do not have minute details. Procure a good map of the town in which you are and of the world. The old mode was to have question and answer, to learn words rather than ideas. Mrs Hamilton in her letters speaks of a child, who would answer promptly all questions asked, relating to Asia and Turkey. But when the question was put in a different form, where is Turkey; the child answered, why, in the poultry yard. You may commence at a very <sup>early</sup> period to teach by maps. Begin at units not with millions.

The young ladies of the Normal House have formed a society the object of which is mutual improvement and industry. We are to pass an hour each Saturday evening in listening to the reading of one of the young ladies. This is the first evening we began by reading Mrs Sigourne's letters an excellent book. we had the pleasure of Mrs Peirce's company. The second evening, only our own number were present. Two very good chapters treating of the right improvement of time and

Sunday, January 19th.  
Abstract of a sermon, delivered by Mrs Stetson of Medford upon the death of the late Dr. Colton.

I come here my friends to mourn with those who mourn. I deeply do I sympathize with you in your affliction! This is one of the saddest events of my life. Four days ago we were assembled here, to dedicate this beautiful temple. Where is the voice of him whom we expected to hear upon this occasion! alas! it is hushed in death. The raging element was behind him; the wintry sea before him. His spirit mounted up like the prophet's chariot, in a chariot of fire, or sunk into the fathomless deep below. How awful would it have been, had some messenger come in the midst of this assembly, and proclaimed the fatal catastrophe. This building which was the child of his love, how soon has it become a monument to his memory. He has gone in the vigor and strength of manhood. It has been so ordered that those who have lived to suffer and <sup>are</sup> much also enjoy much. Our joys, our hopes, sorrows, and crosses are closely bound together, we should regard death as a beneficent institution.

of God, and as a joyful event in man's history. We should regard death as necessary to the consummation of our being; we are immature while we remain here, we are short-sighted, <sup>a wider</sup> cringing creatures and need another sphere to unfold, and develop our faculties. We are buried but not dead. If death had no returning, if the night of death had no morning, well might we mourn. We are born animals, we become intellectual and can attain to a more spiritual and celestial state. A man in this life, is only in the outer court of the temple of life, waiting to throw off his load of mortality. We mourn our loss, but shall we not think of this gain? Is it nothing that he still lives in that company, of which our Saviour said, neither can they die any more, but are equal unto the angels. It is dreadful for one to die who is not fit to live. I do not say fit to die, for he only is fit to live, who is fit to die. Death is dreadful to those who have lived without faith and hope; but to the good man death should have no terrors, save to those <sup>who</sup> are bound to him upon earth by the cords of affection. The soul of the good man is ever ready. The life of Dr. Hollis was an eventful one. Charles Hollis was the son of a German lawyer, who was born in the year 1795,

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in the German state, Hesse, Darmstadt. He was early distinguished for his scholarship. He received a part of his education, at the University at Gena. The period of his youth was the time that Napoleon with his army, ravaged this country. At the age of 19, Dr. <sup>H</sup> like a hero to liberty and freedom, and a martyr in the cause of his country, joined a conspiracy and went to Paris, where he put an end to the attempt of Bonaparte.

Young Hollis's heart burned with a spirit of freedom, the same which agitated Washington, James Otis and other revolutionary patriots. In all his movements he was watched over by spies, not only in this kingdom but others. He was looked upon as one ready to fight, or even die in the cause of his country. He engaged with his fellow students, in a design to overthrow all the then existing absolute powers, in Austria and Russia. Dr. <sup>H</sup> was one of the most active leaders. - This plan was discovered, and many accusations were brought against <sup>him</sup>, of which he was never guilty. An order was issued for his arrest, but he heard of it in season to make his escape.

If there was any thing wrong in this project, it was in the great desire to have their country delivered from the yoke of bondage. It is the same guilt that would have been attached to Washington, had he been conquered. Dr G stood inflexible to the rights of mankind, he left his country an exile, never again to return; he fled to Switzerland where he was appointed Professor of Moral Philosophy, but even there he was too near the despotic throne, to be suffered to remain in peace; he made his way on foot over the Alps, through the same path Hannibal led his army to Italy, from thence he went to France, where he became acquainted La Fayette, who advised him to come to America, and gave him a recommendation to some distinguished men in this part of the country. 15 years ago he landed on our shores without friends and resources; he became acquainted with gentlemen who made honorable exertions to assist him. He gave a course of lectures in Boston upon the subject of Civil Law which attracted much attention. He devoted himself to the study of Geology, and became a devoted friend to the cause of humanity. During four years he was Professor of German at Cambridge.

After this he received a call to become pastor of a church at New York, a station previously filled by Rev William Ware. Since he left N. Y. his character has been known to many, and to you, his deep domestic affections, his love for his fellow beings. you have seen there was nothing constrained in his manner, he spoke from the soul. his understanding was profound. He was a man of great patience. Dr G. seldom startled his hearers by his great eloquence, but his discourses were well arranged, accompanied with beautiful illustrations. It was remarkable to see the exactness and precision that he spoke the English Language. I have spoken of his outward character, but who shall write out the soul? that must be left for the philosopher and christian. The centre of his character was the love of freedom of life, of conscience and of soul. He was as ready to die for the rights of others, as for himself, whether of his belief or not, whether rich or poor, Jew or Gentile. He felt for the <sup>oppressed</sup> of all lands, he was a friend to the African slaves, and would have laid down his life for them. He lived in the pure element of truth; a man of a free and noble soul, meek and



gentle as he was, he was possessed of a heroic spirit and great courage. Every suffering he willingly endured. Since Dr. H. was here been in this country, no person ever saw him ruffled by passion. With all his virtues he had the gentleness of a woman, and humility of a child. He had the energy of Luther, gentleness of Melancthon, sternness of John the Baptist, and tenderness of John the Apostle. In every human being, however humble his station. Dr. H. would trace the divine image of God - he would have all happy on earth, and joint heirs with Christ. He hated no man; he looked upon his frail erring, fellow beings with pity. Never has this good man lived in vain, if he has labored it has been in the spirit of love. Though he died in the vigor of manhood yet his life was long, if you measure the length of days, by virtuous deeds that are done. I seem to hear a voice say, he has gone too soon, but it may be that death is more useful than life; he has impressed his own image upon all with whom he has acquainted; may his virtues spring up in our hearts. Dr. H. has left a widowed wife, and an orphan boy who were more than the

would to him, to mourn his loss. Nothing is better than for a faithful servant to go immediately from the sphere of his duties into the presence of God. O! death where is thy sting! O! grave where is thy victory! Thanks be to God who has given us the victory through our Lord Jesus Christ.

Monday, January 20th.

The weather had moderated much since last Saturday. The first lesson was Arithmetic. 1st Philosophy treated of the Specific Gravity of the human body, including the art of flotation and swimming. In this connection Mr P spoke of Dr Hellen; his friends entertain the hope that from his muscular strength, and remarkable self-possession he may yet be found. But from his great benevolence, he would lose his own life rather than prevent any of those on board from losing theirs. The remainder of the lessons were Algebra, Reading, Enumeration, Orthography and Nat History. Mr Peirce says this day has been fair, save the omission of some lessons.

Tuesday, January 21st.

The compositions and journals were returned. The former were as good as usual some were better than general. The lesson in 1st Philosophy was upon the causes of Buoyancy in Solids. 2nd Arithmetic. 3d Algebra, at this recitation I learned a lesson which I trust will never be forgotten, at least while I remain within these school walls. P. M. Reading, Orthography,

Grammar and Orthography. Nat History was omitted. Mr P. remarked upon the aspect of this day, the lessons have been better than yesterday.

Wednesday, January 22nd

All our numbers are present this morning excepting one. Mr Peirce made comments upon the last part of the 12th chapter of Luke. "When a cloud rose in the west, a shower was predicted, for the country of Judea was situated so that the Mediterranean Sea was on the west side of it. The desert of Arabia lay to the south of it. Hence a wind coming from this direction great heat was predicted. The first lesson for the morning was Orthography, better performed than it often is. Mr P. explained the principles of Specific Gravity, which rendered the subject much plainer to me. Several questions were given relating to S. G. for solution for tomorrow. I took an hour's recess the class recited in Moral Philosophy, which occupied the remainder of the forenoon. Our Conversational Exercise was omitted for want of time. Mr P gave the amount of absences that have taken place since the commencement

of the school equal to the absence of  
one pupil thirty four <sup>weeks</sup> days. Mr P met with few  
of the young ladies an hour this afternoon for  
the purpose of attending to reading. It is an  
hour from which I think I shall derive much  
benefit.

Thursday, January 23<sup>d</sup>.

This is a very stormy morning consequently our  
numbers will be small. After the devotional exercise  
Mr P called for the results of the queries given  
for solution yesterday, relating to the subject of  
Hydrostatics. Some were successful in obtaining  
correct answers. The other forenoon exercises as the  
two first days of the week. P.M. First exercise  
was Reading; this lesson comprised a short  
sketch of Washington. Mr P remarked he  
thought if the young ladies made little more  
effort greater good could be secured from this  
lesson. Then came Punctuation, Geography includ-  
ing Problems upon the Globe, & Writing.  
Mr P closed the session by saying faithful  
hours, successful lessons.

Friday, January 24<sup>th</sup>.

The storm has passed away and the sun is shining  
forth in all his glory. Mr P replied thus to

the question "what branches of study are  
attended too at West Point?" Mathematical  
Studies are prosecuted here to greater extent  
than in our colleges. Much attention is paid  
also to Navigation and Surveying. The whole  
is subject to military discipline. The algebra  
class Mr P said performed quite well. This  
is an exception to the general rule. This day  
has been passed much as yesterday.

Saturday, January 25<sup>th</sup>.

Mr P remarked the 18<sup>th</sup> chapter of Luke was  
one that was very fruitful for reflection.  
The class in Algebra performed at the board,  
and the class school read a chapter upon  
Scheming, from Abbott's Teacher, and then  
remarked upon it. Mr P suggested, it would  
be an advantage to us to write in our Journals  
some views that we might read <sup>or hear</sup> upon the subject  
of education. After a long recess we engaged  
in the discussion of this question, "Is it best  
to notice individual offences in school." A  
majority took the negative of the question. Mr  
P said the temperament of the scholar should  
be taken into account; individual errors  
should be spoken of more generally. It is not

best to publish a code of laws on entering a school but take it for granted that children understand what is right, and will do it.

Mr. Pannoyiced to us at the close of the school that he had received a letter from the Secretary of the Board of Education, stating that he, together with Dr. Howe, G. B. Emerson, and some of the gentlemen of the Legislature, intended visiting this school on Tuesday next.

To take a survey of the manner in which study hours have been passed. Sincerely, & faithfully observed with one or two exceptions.

Your journal is quite good. Can you not use darker ink?

Sunday, January 26<sup>th</sup>

I heard Mr. Buckingham discourse in the morning. In the afternoon attended the Baptist Church. Mr. Dodge preached from the following text. "How old art thou" Quite interesting.

Monday, January 27<sup>th</sup>

The sun is rather clouded this morning. Our first recitations were reviews, which were performed with usual success. Reading, Enumeration with Natural History. Nothing particular to mark this day. I regret to write a deviation from strict duty this evening.

Tuesday, January, 28<sup>th</sup>

We commenced the morning under favorable auspices. On returning our Journals, Mr. P. remarked we must avoid extremes in making entries; this week some of them are too short and below par. Our teacher suggested, it would be for our advantage to write and enlarge upon topics that we read or might hear advanced. The school had been together more than an hour, when the expected visitors Mr. Mann, Mr G. B. Emerson and Dr Howe entered. We soon after commenced the a recitation in Nat Philosophy, which was a general lesson upon the portions we have been over in this book. The gentlemen put some questions in connection with the subject of Specific Gravity. First, which has the greatest Specific Gravity, a foot of the earth or a foot of solid rock. The correct reply was the former. I have gained one new idea today. Why does a person falling from a height sink lower in the water and continue sinking, when he will float at ten feet below the surface. Reason, the great pressure which is sustained on the body, and also is owing to the cavity of the lungs being

compressed. The class in Algebra performed a few examples at the board and were quite successful. Having attended to Combe's Constitution, Mental Excitement, and a few questions in Arithmetic, the session then adjourned until quarter before two. The gentlemen went into the Model School for an hour and then came into the N. G. M. P. put a few physiological questions to the school, and we attended to reading, this exercise was generally well performed. After we had finished our duties we had the pleasure of listening to a few remarks from Mr Emerson upon the object we had in view, <sup>that</sup> of teaching. It is not a degrading employment, but far otherwise, highly honorable and elevating in its character. I have been engaged in teaching several years; my interest has been increasing from the beginning up to the present moment. If an angel should come on earth and take a high and important mission, it would be that of a teacher, indeed one greater than an angel has been and engaged in this work. I am happy to know that you think it of the highest importance to cultivate the faculties. Let it be your highest aim to train the moral powers.

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I have not seen anything in this day's business to call forth so many Oh Dears! Whis! Ands! &c which were heard last evening and this morning. It has been to me quite different, truly have I passed a happy day. It was quite added to a novelty to the history of this week's transaction. The session continued until half past five when Mr P announced we could have the coming day for recreation. This intelligence was congenial to the feelings of many.

Thursday, January 30th.

The storm still continues. Most of the pupils meet this morning. I trust with new zeal and effort to go on <sup>swiftly</sup> and upward. Mr P made remarks upon several topics relating to the order of the school. Another month has completed its round and a new set of teachers are to engage in the Model School. Miss Sparrall is to go in Superintendent. Miss Irison & Smith morning teachers, Misses E. M. Pennell & S. W. Wyman afternoon teachers. The lessons today have been in Nat Philosophy, Algebra, Arithmetic, Reading, Punctuation, and Geography. Not the fairest day that I have witnessed.

Study hours strictly observed.



Friday, January 31<sup>st</sup>

Two thirds of our Winter has passed. This month has passed at rapid rate. It is <sup>an</sup> old adage, the last Friday in the month determines the weather for the coming one if it be true. We shall have for the 29 days that are approaching, clear and cool weather with a strong breeze. The following query was laid on the table this morning: "Why did our Saviour make this <sup>request</sup> ~~adage~~": "Salute no man by the way" Mr P. answered it seemed almost a providential question, to be put on opening the school. The time is full short let us be up and doing. We all have a charge committed to our trust, when we stop in our business, for pleasure and, <sup>sure</sup>, methinks I hear the voice of conscience answer salute no man by the way. Another query, Why is the Cape of Good Hope so called. The reply was, a long <sup>time</sup> was spent in trying to find a passage by water around Africa to the Indies. All communication having been made by land; this project was an object of hope, so when accomplished it was good hope. The exercises today have been the same as yesterday. Mr P. explained the lesson in Nat Philosophy it made the subject much clearer to my mind. The aspect of this day, both in doors and out fairer than yesterday. Fruitful to hours from seven till nine.

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Saturday, February 1<sup>st</sup>

Mr P. read the 14. chapter of Luke beginning with the 15. verse. This parable often reminds me of the perversity of human nature, and how prone we are to offer excuses to refrain from duty. After the Devotional Exercises we proceeded to a recitation in Nat Philosophy, a review of Hydraulics; we then read from the Scriptures and from the Teacher. The former was well performed the latter not so successful. The discussion was quite uninitiated upon the question, "Is it best for scholars to have maps before them when they recite Geography." Some of the young ladies thought it would be better to use the maps for young scholars, others argued they had better be dispensed with altogether at an early age. Mr P's thought opinion was that a full explanation had better be given of the map to young children, and the sooner it could be dispensed with the better. There are three modes of making a child to know the situation of a country and a house, first by taking them to the house and seeing for himself. Second by a picture of the house. Third by giving a description. The first is doubtless the ~~best~~ way to gain information, next to this is the

representation of the object. so in gaining knowledge of Geography, and the relative situation of different places.

Mr P. then began his 19<sup>th</sup> lecture upon the subject of Grammar. My remarks will be brief and practical. What is Grammar? Must define this branch as the art of speaking and writing correctly. Formerly this science included many other sciences, and a person who was acquainted with this was supposed to have some knowledge of Rhetoric, Logic and Metaphysics. No one at the present day thinks of uniting these with Grammar. The inquiry comes what is correctly; one may answer it is speaking according to the rules laid down in Grammar. Another may define it writing and speaking according to the custom of a particular nation or country. Language is not made according to grammar, but ~~governed~~ according to the language. Speaking our language correctly is speaking according to the best established usage in any age; this is indefinite, but it is the best definition we can give. What is correct in one age and country will not be in another. In regard to new pronunciations we should not be the first to take them up nor the last to lay them down. Correct speaking is that

which is used by the best writers, those who have studied the language. What have grammarians done? they have looked into the language, what and seen what is the best established authority of a country, and then condensed it into a book. It is not from the grammar that we are to learn the language. How then shall we know? by consulting reading books which are good standards. Happy is it for those children who are always accustomed to hearing proper speaking from the time they ~~could~~ <sup>can</sup> first understand language. This branch was not common in former days. I remember when grammar was so studied as to be of no practical utility. The manner was a mere mysticism. I was studying certain rules and applying these <sup>rules</sup> to an exercise called Parsing. I do not believe one person in ten who studied Grammar thirty years ago could speak his mother tongue any better. So far as Grammar had any good it was a set of rules and dogmas made by learned men. This is the reason that the subject has been so dry and uninteresting and thence has the question sprung, of what good is it to study Grammar? The principles of the language, the grammarian has nothing to do with

he has only to take them and slide them. What shall we say of the great varieties of Grammar. Every deviation is not an improvement. Some will call the noun a name, the pronoun a for name, the article a pointer, the verb an asserter, after all this the principle remains nearly the same. The language must be taught as we hear it from the lips of the best writers. The old way was to begin with the article, on to the verb, through to Syntax, without applying the rules to a single case. It is like placing Emerson's Arithmetic in the hands of a child, and having it learn all the rules from Addition through, without applying one to practice. When is the best time to begin. I would begin in the nursery on the knee, in the cradle. When shall it be begun in school. I say never it cannot be taught different to what it was in former days, but if begun in the right way, it cannot be too soon. How is the best way? To be answered at a subsequent time. The sewing circle met this eve. we had the pleasure of Mr & Mrs Peirce's company.

Sunday, February, 2nd

A fine morning. Miss Swift has left us this morning to pass a few weeks (may they be few) at Rev Mr Dodge's, till she recovers her health. All the young ladies attended church in the morning. Mr Sullivan expounded to the people.

Monday..... 3<sup>rd</sup>

Arose at an earlier hour than usual. Much more can be secured from an hour in the morning than the same length of time in the evening, as the powers are then on a wakeful state. Mr P answered the proposition in regard to raising funds, and spoke of the mode it would be best to adopt in the Model School as respects this particular. We have glided onward today much as usual, all the recitations have been up to par, save that Philosophy and Grammar, the latter she says we are not Normal in, that much must be done on this score. I passed the evening and night with Miss Swift.

Tuesday..... 4<sup>th</sup>

The journals and compositions were returned. The ordinary exercises today have been attended to ~~to~~ Mr <sup>H</sup> Kimball visited the school in the morning. Mr Gillingham in the afternoon.



he understood he is to pass a few days <sup>here</sup> to see  
our mode of proceeding, he is purposing to engage  
as an assistant in the Normal School at Barre.

Wednesday " 5th.

There are a number of vacant seats this morn-  
ing two or three being absent from sickness. The  
parable of the rich man's two sons was read and  
commented upon. Mr P. spoke of the movements  
that are making in this house, he gave us a  
word of advice, as we change our boarding places,  
we had better be careful of first impressions.

Abbott says these are the most lasting. Remarks  
upon the Model School. You should all feel an  
interest in its success, we must feel responsible  
for its character. There are some things which with  
all the education, learning, and all the Normal  
Schools <sup>cannot</sup> will not come without personal  
effort. The lesson in Nat Philosophy treated of  
the general properties of air. Arithmetic & Algebra.  
Then we engaged in the Conversational Exercise,  
this was composed principally of anecdotes, which  
were quite brief. Mr Tillinghast had visited us  
today. At noon the young ladies all separated  
to go to their respective boarding places, which  
Mr Pease had provided for us. He has kindly

provided a good place for me. it is with Miss G.  
He met in the afternoon at the school room  
it seemed as if we had been separated  
as much as three or four hours. Mr P. met some  
of the young ladies to attend to an exercise  
in reading, and also the second division in  
Algebra.

Thursday " " 6th.

Our number were longer in getting together  
than usual, as the mornings are short and we  
have farther to go than usual. Nat Philosophy  
lesson included an explanation of the construc-  
tion of the air pump, and spoke of the im-  
provements that have been <sup>made</sup> among which was  
the one made by Dr. Prince of Salem. Mr P. says  
Dr P. had contributed much to the world by  
his philosophical investigations. He was a man of  
great urbanity, of und was much interested  
in young people. He frequently took some  
apparatus to when he travelled to exhibit, for  
the entertainment of the young. The Algebra  
and Arithmetic recitations were performed at the  
board. The reading lesson was as good as usual  
Geography better <sup>than</sup> many times. Writing and  
Punctuation were attended to. Again we see the  
the countenance of Mr P.

Friday .. 7th.

Stormy - Every one knows the state of the walking when these rare falls upon snow, such it is this morn. I was so favored as to have a ride part of the way. From this cause our number has diminished. Mr. P. Philosophy was upon an interesting subject. Weight of the Air. Algebra performed quite glib. Nothing very remarkable to mark this day. Mr. G. left this afternoon but he gave us no farewells, not <sup>even a</sup> sparkle of advice, can it be such a mathematician as he is did not find many opportunities of remarking? I wonder how Mr. Billingshast likes the appearance of pupils of the C. S. and I might add their proceedings also. My organ of wonder is quite excited.

Saturday .. 8th

Arithmetic was the first exercise, next was Algebra. The latter was well performed. I begin to feel that I may yet secure some knowledge of this branch. After recess five of the young ladies read selections which they had made for the improvement of the <sup>messes</sup> others. This adds a variety and interest of to our regular exercise. We engaged them in the discussion upon the question "Should pupils have access to keys?" A majority in the negative.

An argument <sup>offered</sup> brought by one of the young ladies favoring the abuse of keys, was those who have access to them now, will be less fitted to do without them when they go into public life. Mr. P. said this was an ~~un~~ important idea. I would, <sup>long</sup> pupils trained as near as possible in the manner and ways in which they will be called to act in real life.

Lecture .. " After mentioning the topics of the former part of the lecture upon Grammar. Mr. P. began to answer the question. What is the best method of teaching this branch. Comment orally; the reading books may be made used or not, as you please. Tell your pupils that the words they speak have a certain place and relation to each other. Those words that are the names of things are called nouns. The most intelligent of the class will begin and mention many articles in the room that are names of things. Take their thoughts out of the school room, and let them mention objects that are names. Let them do with those objects that are perceptible to the senses. This is enough for one lesson. Then you can teach that such words as joy, hope, anger are nouns of another class. Let them use the class

books to point out the nouns. You can go on farther with the nouns, teach its variations and inflections, but not very far. After this go to another class of words. There is ~~another~~ class of words which signifies to do something. When you go out at recess you do something. What is it? Why, play. When you see to play signifies to do. This exercise may be carried as far you please, but often review. Thus go on to another class of words, adjectives, call qualifiers. After you have learned these let the pupils form sentences... Time did not permit for the conclusion of the lecture.

Dr. Swift of Nantucket and Mr. Fidd of Lexington came into school the latter part of the forenoon. This half day has passed very pleasantly and profitably to me. I hope we may begin another week with the same zeal and success that we closed this. I am heartily glad that Dr. S. finds Mary so much better than he had expected; so now we shall have the benefit of her company some months longer. The entries in my journal this week are short and the chirography very, very imperfect.

I think this week does quite well

Sunday, " " 9th

The sun shines quite pleasantly; but the walking is deplorable. I listened both parts of the day to Mr. Sullivan.

Monday, " " 10th

The weather is not as favorable as yesterday for it is stormy. ~~weather~~ Arithmetic first, it was a good performance. Second, Algebra which was a successful exercise. Third, Nat Philosophy. It met Mr. P.'s approbation. I turned at noon in the school room. We began the afternoon exercise by reading from the "Growth Book." Then attended to Orthography, Grammar, Enunciation and Nat History. The last mentioned exercise but one, was imperfectly prepared. Mr. P. fears we do not attach sufficient importance to this exercise. N. H. is becoming much more interesting as we proceed, than it has been for some time past. We are now upon the senses. Today considered the sense of hearing. Mr. P. put the question to the school. "If there was any sound where there was no one to hear." After looking at the definition of sound, most decided there could not be. Miss Parks came to the door to bid farewell to her teacher and companions. ~~My thoughts~~ could

not but be reminded of the period which is not very far distant, when many of those whom we dearly love, will separate from this place never more to attend to those instructions, which we are now listening to day by day.

Tuesday.. .. 11th.

Mr P. on returning the Journals, remarked the <sup>entire</sup> were of very good length this week. also, made remarks upon keeping study hours. As you are now situated you shall be liable to some interruptions, but let them interfere as little as possible with study.

The recitations have been the same as yesterday. Nothing particular that I can remember to mark this day.

Wednesday.. .. 12th.

A very pleasant morning for February. Arithmetic was the first exercise. Nat Philosophy was upon the subject of siphons, the mode in which they act. Mr P. pronounced it a good lesson. Algebra then claimed our attention. Instead of the Conversational Exercise some of the young ladies read selections. Mr P. remarked at the close of the session that the performance so far this week, had been above par. This

is encouraging, for it seems to imply that we are in a state of progression.

P. M. The class in reading met. we devoted about an hour to this exercise, and then Mr P. attended to the solution of a question or two in Algebra, at the board. Mr P. asked how many <sup>questions</sup> performed without assistance, he received the answer, not any. He replied it would be much better to solve them myself. Oh, how I do wish my organ of calculation was larger.

Thursday.. .. 13th.

The school was opened by reading from the Scriptures, Singing and Prayer. The principles in Nat Philosophy including the action of the barometer, siphon and Fahrenheit's <sup>were explained</sup> Cup, Algebra lesson was not prepared by me. I made an effort to perform them but did not succeed. After noon we engaged in Reading, Punctuation and Geography. The latter study included the drafting of S. America and an explanation of the cause and origin of the name of Harvest Moon. It was formerly supposed, that it was intended by a superintending Providence that the moon at the gathering in of the harvest should be of longer duration than at other seasons. But the cause of

this phenomenon was explained to be owing to the different situations of the moon in the earth's orbit. ~~Had~~. Our teacher remarked at the close of the session, that this day had been quite fair and pleasant with <sup>the exception of</sup> one or two deviations from school order.

Friday. . . . 14<sup>th</sup>.

A chilly and disagreeable morning, but I hope it will not affect the atmosphere of the school room. A. P. lesson was wholly an explanation of the figures treated of under the head of Pneumatics. One of the young ladies explained the action of the air pump. Better success in Algebra than yesterday. The latter part of the forenoon we were visited again by Dr. Swift who made a few very good remarks upon the importance of due degree of physical exercise. It is conducive to strength of mind and health and vigor of body. The afternoon exercises are similar to yesterday.

Saturday. . . . 15<sup>th</sup>.

Algebra was the only exercise a portion of the school attended to. After a long recess we listened to the conclusion of the lecture upon Grammar; upon the mode of teaching it. I will farther observe, after taking up these two classes of words

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viz nouns and verbs and made these familiar, then proceed on to other parts of speech in the same manner, the order is not of much consequence. After the noun & verb take the pronoun. Say this is a class of words which stand for nouns. Take a sentence without reference to a book as, John is a good boy, he writes well. Say he stands for John. Add other examples making them more & more difficult. Then let them take the book & point out pronouns there. Pass to words which express quality call them qualificatives. They express modification as hard, soft, bitter, sweet, hot, cold. The apple is sweet. Sweet describes the nature, quality of the apple. Mention other examples. Proceed to adverbs, words that qualify the action, as John ran swiftly through the yard. Swiftly expresses the manner in which he ran. Then go on in the same manner through the catalogue of words, which pass on different parts of speech. In this way go through once and then I would begin a second course striving to fix the subject upon the mind. The second course I should teach the modifications of the noun — the gender and number. Illustrate



by examples. The word book by adding s becomes books. I would not now teach the irregularities only general principles. With regard to case I should say little at this time. Pass to the varieties of the verb. Teach the modifications of actions with regard to present past and future time. The perfect and pluperfect tenses may be explained but these are of less importance at this stage than the three mentioned above. Next take regular and irregular form of the verb. say those that are regular end in ed and that there are different forms for verbs that express different time.

The pronouns. teach its modification in gender and number. Speak of the manner the different genders are applied. Go on to the adjective. show the manner in which they are used as the apple is sweet. Sweet describes the quality of the apple that is sweeter, that is sweetest. I would confine the attention to the regular comparisons. I have been through the second course with some of the most obvious variations. The third time I would point out the different formations of plurals in nouns; irregularities <sup>in</sup> the comparison of verbs and adjectives. Take the

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verb and go through it forms in the tenses and in the different modes. There will be more difficulty in the last mentioned than in many parts of grammar. In this way I would take a class through for or five courses without putting a Grammar into their hands. Do much by examples, and call upon them to point out the relation of the different words in the sentence to each other. Put questions why the words of a sentence are thus & thus arranged. In this way Grammar may be begun at an early age. If this method is well understood most any Grammar may be used. Parker's on the whole I think preferable. Teach them to reason upon all they do. Learn them to parse and to reason as they parse without being obliged to ask the why at every word. In this manner Grammars will become an interesting & intellectual exercise. The question is asked of what use is grammar? Some say it is well for those who are writing books but of what advantage to common people. I should reply of much advantage. It teaches us the meaning of the language for we cannot parse correctly if we do not understand the

connection. It will assist to preserve the purity of the language, and can thus be done where it is not sustained by some one or ones beside public speakers. It must be by the mass of people. I think Grammar is peculiarly adapted for cultivating the powers of the mind as causality, comparison, and accurate observation. If Grammar is taught in this way it will be rendered an interesting study than otherwise. Begin this branch with generals and go down to particulars.

The discussion was omitted for the want of time. Again Mr P. meets the class in reading. He devoted nearly an hour to our improvement in this branch this afternoon.

Sunday. . . 16th.

Attended the Unitarian Church in the morning, and the Baptist in the afternoon. Mr Dodge in his discourse, instituted a comparison of the characters of the two sisters, Mary and Martha, which was quite interesting.

Monday. . . 17th.

I am going to make a resolution to begin the week with, but I fear this it will be carried out, notwithstanding I will strive to keep it ~~at first~~. Resolved, that I keep a better looking Journal than I have hitherto. The penmanship to ~~say~~ <sup>be</sup> of nothing else, is very, very -

Mr P. Philosophy first claimed the attention of the school. It was upon the subject of Acoustics and spoke of the medium of air, as the instrument by which the seeds of plants &c. are transmitted. Mr P. added <sup>to</sup> many impurities which produce disease, are wafted from one clime to another through the air. Mr P. performed some experiments with the air pump, viz, inverting a glass tube in a vessel of water, and placing it under the receiver having exhausted the air, the screw was turned, and the outward air admitted, there being a vacuum in the tube - there was nothing to prevent the water from rising, when the air presses on the water in the tumbler, it is forced up the tube which is closed at one end. When taken out, the external pressure of the air supports the column of water. In the afternoon, after repeated efforts, Mr P. succeeded

in the attempt to make water freeze by means of exhaustion. To return to the morning. Algebra and Arithmetic were attended to.

Mr Blodget, a student from Cambridge College passed the latter part of the forenoon in school.

P. M. We engaged in Reading, Orthography, Nat History and Enunciation. This latter occupied much time, as we practised upon the force of utterance. Mr P. remarked at the close of the session that he had no exception to make to this day's transaction except the often repeated sound of "I am not prepared." "I am not prepared."

Tuesday " " 18<sup>th</sup>.

Our themes and journals were returned. Mr P. said some of the former he did not see; he says there is no time so good as the fixed time, to perform our appointed duties. "Time for every thing and every thing at its time." There have been more imperfect lessons so far this term than there were last term in the same length of time. The sound of "I am not prepared" is too often heard, whereas the sound was very

rarely heard the first term. The cause of this retrogradation I cannot see, for it does not seem to me that the amount of labor is greater in this institution, than in others of high order where the average age is less, than it is here. I should regret to think it was for want of proper interest, on the part of young ladies. The cause is a mystery. This is disheartening, to hear such words from our teacher. Our journals are not as good as last week. We considered the subject of the causes which produce the ascension of air balloons, and various modes of construction. The other morning lessons as usual.

P. M. The reading lesson was quite interesting. The piece was upon the "Brotherhood of Mercy". It is a catholic sect who have an institution at Pisa in Italy. The object is to perform deeds of charity, to any of class of persons of whatever creed, who may stand in need. Mr P. spoke of the many kindnesses this sect of persons were habituated to perform. The course of study similar to yesterday. The Moral "House" is open today, so our number will be together again. This is pleasant. But if it is with others as



with <sup>us</sup> they will leave these present abodes  
with feelings of regret; for in a fortnight we  
get much attached to those who are ever  
agreeable and pleasant to us.

But every thing presents such a good aspect,  
that I trust we shall now go on smoothly and  
happily together in our former abode.

Wednesday " " 19th.

It is unpleasant overhead and under foot.

But the weather is quite mild.

The duties for this morning were Arithmetic  
and Nat History both reviews. After recess  
some of the young ladies read selections for  
the entertainment and improvement of others.

This was quite interesting.

Rev Mr Sullivan visited the school.

At two P.M.

our teacher met the class in reading, to which  
he devoted an hour. If we do not improve in  
this art, surely the fault lies at our own  
doors.

Our little circle all met again in the sitting room  
leave Miss Swift & Woodman faithful to study hours.

Thursday " " 20th.

Arose at an early hour, some time before  
it was enabled to study by the light of day.  
Miss B. and myself took a walk, we did  
not find the travelling the best that could be,  
but we must exercise and a morning walk  
I like much. It is economy of time, for  
instead of passing this time in "the arms  
of Morpheus" we can be giving strength to our  
body and vigor to our mind. Thus devote  
our recesses to study if we wish, without  
feeling that we are <sup>appropriating</sup> ~~misappropriating~~ that  
time.

Mr P. read the parable of the  
ten talents, and said it was a very instruc-  
tive portion of the Holy Writings. The  
Arithmetic class performed at the board, it  
was quite successful. Our Nat Philosophy was  
well performed. Algebra lesson was the  
finishing up of the 2<sup>d</sup> 3<sup>d</sup> section which we  
have been drilling <sup>upon</sup> shall I say? for some  
days. The session closed a little after 12.

P. M. The lesson in reading spoke of the  
tendency of attending places of amusement  
such as theatres, balls &c. This led to some  
remarks from our teacher upon this subject.

He thinks as theatres are now conducted, they exert an impure and an unwholy influence. Many of the scenes exhibited are disgusting, indelicate, and bordering on profanity. These places cannot be called ones to improve the morals. If the plays could be such as were written by Miss Hannah More, their influence might be of less injurious nature. But these will not do as the experiment has been tried & failed. Something is wanted of a more exciting character.

The mere act of dancing is an innocent amusement. ~~xxxxxxxxxxxx~~ We read of David's dancing in his joy before the Lord. It is the many excesses that are attending this amusement, that occasions such an injurious influence. Attended to Punctuation, and Geography this lesson was wholly confined to the solution of problems on the celestial globe. Mr James from this town has been in school a part of the afternoon.

Mr P observed at the close of the session that he had no exception to make to our morning proceedings, but could not say the same to the afternoon.

Friday " " " 21<sup>st</sup>

This remark was made upon the portion read. It was customary among the ancients to celebrate the coming of an earthly prince, for such they considered Jesus of Nazareth. The poor would carry branches of trees and leaves as a badge of honor.

Mr P answered the following query that was laid on the table. "Is there any difference between reverence & respect?" They both belong to the same class but reverence is of a higher order. Nat Philosophy treated of of the causes and effects of Sound. Algebra & Arithmetic as usual.

P. M. The session commenced at quarter before two. The word "Forlorn Hope" occurred in the reading lesson. The definition is entirely met so, it should be recorded on this page. It is a term applied to the leaders of any perilous enterprise. The reading lesson was an account of the dangers & perils attending whale voyages. Mr P. said we could scarce conceive the hardships, which these adventures are subjected to. He also enlarged upon the

boat that left Nantes bet upon a shale voyage. The incidents connected with it are truly appalling to the stoutest heart.

The recitations were similar to yesterday.

Several questions were given for our consideration, relating to the subject we have in view, that of teaching.

They are as follows.

1st. Can the good of a school in all respects be secured without resorting to punishments or rewards?

2nd. Which has the teacher greatest reason to fear, that she shall not rule herself well or her pupils?

3d. In teaching schools where the law requires only a certain number of hours is the faithful, and conscientious teacher under any obligation to give more of her time than the law requires?

4th. Where the teacher finds it difficult to hear all the recitations, can she with propriety and advantage avail herself of the assistance of her pupils?

5th. Is it well in any case for the teacher to make a pupil the supervisor of the school

or any part of it?

6th. What is the best course to take to teach the Alphabet?

7th. Will a pupil be more or less likely to study immediately after a holiday?

8th. In which location will a teacher be most likely to succeed in her own town or where she is a stranger?

9th. Shall there be a regular code of written laws made known to the school at one time or should the teacher gradually introduce her pupils to her plans?

10th. Shall violations of laws have penalties attached to them.

11th. Can a conscientious teacher be connected with a school some of the regulations of which he does not approve.

Session closed at five. It has been a lovely day out of doors and not the most unlucky that has been within.

Beautiful study hours.



Monday " " 24<sup>th</sup>.

We all meet in peace and happiness this  
morning, "to plough the classic field" together.  
Arithmetic was the morning recitation.  
This occupied most of the first hour. From  
this we passed to Nat Philosophy, then  
to Algebra. P. M. First Reading, 2<sup>nd</sup>  
Orthography, 3<sup>rd</sup> Grammar, 4<sup>th</sup> Nat History.  
The latter was upon "the food of animals." This  
led to quite a conversation upon the proper  
kind of <sup>food for</sup> man. I met he tried to prove that  
man was constituted to live upon part  
vegetable and part animal food. Mr P.  
answered these objections and spoke of Graham's  
theory. Mr P said there were erroneous views  
entertained in regard to Graham's system. It  
is not, <sup>as</sup> has been ~~supposed~~ <sup>reported</sup>, a system requiring  
one to live only upon bread & water. Graham  
thinks there are many things much more  
injurious than plain meat. Mr Graham says  
Mr P. is an eloquent man, it cannot be  
denied, and it has been said, very agreeable  
in conversation; but a person of great self-  
esteem. We have been visited by a number of  
ladies, & a gentleman. Worthful hours.

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Tuesday " " 25<sup>th</sup>.

On returning the journals Mr P remarked  
he thought well of them. In regard  
to study hours he did not <sup>know</sup> what more  
to say. This is indeed a reproach to us.  
Want of self control, I think it may just-  
ly be termed. I sincerely hope I may not  
be one who shall for this week, have to  
blame themselves for a departure from  
strict duty. Can there be anything more  
desirable than a clear conscience? Ah, no.  
Many points of order were spoken of.  
Time did not permit our engaging in  
the recitation in Nat Philosophy.  
Algebra and Arithmetic were gener-  
ally successful. Session closed at  
the usual hour.  
P. M. The reading exercise was not per-  
formed perfectly satisfactorily to  
our teacher. He thinks the intellectual  
part more especially deficient. That we  
should be able to give a good description  
of what we read. We were visited by Miss  
Breed of Cambridge. Our other duties were  
similar to the day preceding.



Mr. P. at the close of the session observed there had been great inequality in the recitations, but on the whole it had been fair.

The weather today had been alternate sunshine and storm. Once while the sun would shine in all his brightness, then his beams would be clouded by a squall of snow. At sun down the scene was beautiful. His rays were but partially obscured and the snow was falling thick and fast.

### Correct observance of study hours.

Wednesday " " 26th.

The portion of the Holy Scriptures read, contained the following reply of our Saviour to the people, who were attempting to entrap him. Render to Caesar the things that be Caesar's, and to God the things that be God's. The Nat Philosophy was upon the theory of musical sounds. The recitation was prepared by most of the young ladies. From the difficulty of the subject Mr. P explained the lesson to us. Many new ideas

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were thrown into my mind. This exercise occupied all the morning.

At the long recess Miss O. C. and myself called upon Miss Swift. We found her alone penning her thoughts to a distant friend.

After our return we engaged in Algebra. P. M. The young Ladies met to exercise in reading. It was quite interesting. After this performance Mr. P. called me to him, and read a letter which he had received from a gentleman in Ashburnham, making an application for a teacher to take a school of sixty scholars, for the coming summer. After reading the preferences and requirements, Mr. P. asked me if I should like to accept the offer.

I declined, as I think I can't pass my time for the present better as a pupil than as teacher. The subject was then submitted to Miss Damon's consideration. Whether Ashburnham will or <sup>will</sup> not become her place of action for the approaching season, remains to be proved.

Evening. Ah, I am sorry to say my mirthfulness was excited a few moments or justising, to my mind the Ashburnhamites.

Thursday " " 27<sup>th</sup>.

I listened to the 20<sup>th</sup> chapter of Luke, which Mr P. read and commented upon.

The Pharisees and Sadducees were two rival sects among the Jews. As dear as the relations of life are, (as husband & wife, brother & <sup>sister</sup> wife) a query has arisen in my mind, if the institution of marriage and other relations of life, will not be like dissolved at the future state. Many of <sup>the</sup> interests on earth are of a selfish nature, but the state of heaven is ~~more~~ as it should be on earth, were there is ~~a~~ disinterested love. An interest for all mankind. The latter part of 20<sup>th</sup> chapter of Mark, where our Saviour says who are my mother, <sup>my</sup> ~~any~~ brethren. Lo, behold these are my mother & brethren, thus winning a love for all the great family.

Several queries, relating to the Normal School at Barre were answered. They principally referred to the boarding house. Mr P. said however greater their privaleges might be than ours in some respects, still we have decidedly the advantage. So far as study is concerned, the circumstances are more

favorable here. Mr P. recited of musical sounds 77 produced by various instruments. In connection with this subject Mr P. read a description of the Hoiden Harp. It is as follows. The Hoiden Harp is a long case or box of light wood, with harp or violin strings extended on its face. These are generally tuned in perfect unison with each other or to the same pitch, as it is expressed, except one serving as a bass, which is thicker than the others, and vibrates only half as fast, but when the harp is suspended among trees, or in any situation where the fluctuating breeze may reach it, each string according to the manner in which it receives the blast, sounds either entire or breaks into some of the simple divisions above described; the result of which is the production of the most pleasing combination and succession of sounds that ear has ever listened to, or fancy perhaps conceived. After a pause this fairy harp may be heard beginning with a low and solemn note, like the bass in distant music in the sky; the sound then swells as if approaching, and other tones break forth, mingling with the first

and with each other: in the combined and  
varying strain, sometimes one clear note  
predominates and sometimes another, as  
if musicians alternately led the band:  
and the concert often seems to approach  
and again to recede, until with the  
unequal breeze it dies away, & all is hush-  
ed again — It is no wonder that the ar-  
cadians, who understood not the nature of  
air, nor consequently even of simple sound,  
should have deemed the music of the  
Aolian harp supernatural; and in their  
warm imaginations, should have supposed  
that it was the strain of invisible beings  
from above, come down in the stillness  
of evening or night to converse with men  
in a heavenly language of soul intelligible  
to both. But, even now that we understand  
it well, there are few persons so insensible  
to what is delicate and beautiful in nature,  
as to listen to this wild music without emotion;  
while the informed ear finds it additionally  
delightful, as affording admirable illustra-  
tion of those laws of sound which human  
ingenuity at last has traced.

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The other morning lessons were attended to  
as usual.  
P. M. We read the biography of Socrates  
though short, it was quite interesting.  
Mr P. said this man was one of the most  
worthy heathen characters that ever lived.  
He was not naturally endowed with a happy  
temper and disposition, but he had to contend  
with & subdue them, thus more honor is due  
to him. He labored to promote the good of  
his fellow men. One thing, he was unhappy  
in his matrimonial connection. His  
wife was what may be termed a cold-  
Two or three anecdotes were given to illustrate  
it. Socrates once reprimanded his son for  
speaking ill-nourcedly to his mother, the  
son replied, she was very ill married to  
him. Socrates asked if he must not consider  
the many trials his mother had to endure,  
when he was an infant. Another time Socrates  
was one day sitting under the window of his  
apartment taking his ease; his wife perceiv-  
ing this, took a vessel of water and poured  
it upon his head. Socrates replied, one would  
expect a shower after so much thunder.

How many and great are the distinguished traits we see exemplified in the life of this great man. The second piece

read was a sketch of the life of Plato. Our Geography lesson was confined to the solution of problems on the celestial globe. Our teacher spoke some time of the stars and who move in that immense space, and of the many worlds which the eye of man alone, or with the assistance of any piece of mechanism that he had yet conjectured, was able to discover.

How justly has it been said, what a boundless field this subject opens for the thought and imagination of man.

One more day has run his course.

Successful study hours.

Friday " " " 28th.

Were this not the one year in four when February hath one day more. Then could we say winter has "surrendered the sceptre of his sway". We begin another day under favorable auspices, and such may they prove throughout. Having engaged in

the first exercises of the morning. The class in Cosmology recited their in Philosophy.

The latter, spoke of the mechanism, construction of the different kinds of instruments viz. stringed, pulsatory & wind instruments by some it said the stringed ones were first in vogue; others contend the latter were used at the remotest period. The class in Arithmetic and Algebra performed at the black-board, which were crowned with considerable success.

At the long recess I went into the Model School. The pupils appeared quite orderly, a decided improvement is manifest since I have been was in before. The mail brought a letter for me from one dear & much respected friend, who is near by that sweetest spot on earth to me; around which so many recollections cluster. Ah, would that even now, I was seated for a few moments by those, who are bound to me by ties of affection, and love.

"The distant sounds of music that catch new sweetness as they vibrate through the long valley, are not more pleasing to the ear, than tidings of a far distant friend."





of this study is so palpable, that every one must be sensible of it. It is a study that has always been introduced into schools. Some have doubted if girls should be taught this branch; and indeed, some have questioned the propriety of educating a woman for for society! Better blent spirit! indeed.

As Christianity and civilization advance, woman advances in intellectual and social relation. There can never be a high state of civilized society where woman is not educated.

In this world where there is so much to do, and so little time to do it in, we must select those duties which are the most important and useful to us. But all truth is worthy of investigation, and especially those truths that ennoble, and give us higher views of the Creator. Every truth is attractive to the genuine scholar, and he does not stop to ask the utility of it. This study is needed in every sphere of life in the kitchen, in the parlor, on the farm, at the work bench.

The appropriateness of this study for woman, how could it be askeed? She fills, and ought

to fill those stations where this branch is requisite. The discipline of the mind which this branch affords, is of high importance to the educator. It exercises comparison, and causality, as well as Algebra and its kindred studies. Especially is it true of Algebra that it cultivates the power of attention and accuracy. Here there is no other advantage but its practical importance, it would be sufficient to commend it to our attention, it gives large scope for sound and correct judgement. Mathematics receives much attention in our schools. All Arithmetic ought to be Mental, all processes should be carried on in the mind, before the operation is performed on the slate. Mental Arithmetic should precede, as well accompany Written.

Cobburn's first lessons is the best book for children from the age of eight to twelve years. Among all ~~the~~ the Arithmetics and Algebras yet got up, Cobburn's is decidedly the best adapted to answer their purpose. Many objections are made to these,

yet I think they have fewer faults, and more excellencies than any other work.

There are two methods of teaching Arithmetic — The old method is this, a book is put into the scholar's hand, called Arithmetic, in which were the rules, and two or three examples performed. In this way, the scholar would go on from Addition to Compound Position; he would follow implicitly his guide, and arrive at a result as it were by a chart and compass, but how he did all this was the mystery. No direction was given but to work according to the rule. Thus he worked upon figures and characters: they why's for borrowing ten and casting out nines. No reason could be assigned how he obtained the result, or by he followed the rule. This process was merely mechanical; it gave exercise to few or none of the powers. And no wonder that this study was dull and tedious to the learner.

He is no better fitted for the duties of life, which is the sphere where we are to improve and there to apply our knowledge.

The present system is practical, and such a

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method as will be productive of good in after years. The manner is to begin with simple questions, not with rules. After he has solved the questions, let him describe his process and make a rule for it, which is the best kind of rule. When Mental Arithmetic is thoroughly understood, let them take their slates and pencils. Teach the relative and value of figures. An ignorance in this, causes much ignorance difficulty.

Let the pupils go on in Written Arithmetic in the same manner that they did in Mental and making rules from the process.

Be careful not to relapse into the old method. There are two reasons why I fear this, first, because it is easiest; second, because all the new Arithmetics instead of improving upon Colburn's, are inclining to the former method.

To be concluded.

I fear you are weary of my letters  
for your journal

Our Society met this eve. The portion read from  
Mrs P's Letters interesting, and instructive as ever.

Sunday, March 1<sup>st</sup> 1840.

Weather chilly and disagreeable.

I have listened both parts of the day to discourses from Mr. Parkman of Boston.

The morning text is found in 2 of Peter. 3<sup>d</sup> Chap<sup>t</sup>, 9<sup>th</sup> verse.

P. M. A very good practical discourse upon attending public worship, passing the Sabbath, and the coldness & indifference in many points that is found among the Unitarians.

Monday, March 2<sup>nd</sup>

A lovely day—certainly seems like the return of Spring. Having engaged in the devotional exercises, Mr. P. called our attention to the Philosophy lesson, after which, he appointed the teachers, who are to engage for the coming month in the Model School.

Miss Damon, Superintendent. Misses S. C. Locke & S. C. Woodman morning teachers. Misses C. A. Rogers & M. O'Connor afternoon teachers.

Several remarks concerning the order and mode of teaching in the M. S. were spoken of. There have been a number of visitors in

school today. Nothing perhaps was our want to make this day particularly. Not the most sunshine, nor the most clouds that I have seen.

Evening. Study Hours were uninterrupted. Owing to some one's defect in vision, we did not keep quite two hours as usual. But I trust our time was not misimproved. We listened to a sermon, delivered by Dr. Channing upon the occasion of the death of Dr. Bellam.

Tuesday, March 3<sup>d</sup>.

A query asking the signification of the term piety, was laid upon the table this morn.

Mr. P. replied it had two meanings. One is the reverence and respect we owe to the Deity. The second is obedience due to parents, this is more limited in it's meaning, and of less high moral excellence. Journals & Themes returned. With one or two exceptions, the former are more satisfactory and characteristic than usual. I think well of the latter. More successful in keeping study hours, than last week.

The lesson in Nat Philosophy was quite interesting; upon the formation of vocal

sounds and the manner in which echoes are produced. Algebra and Arithmetic then followed. Reading and Grammar occupied much of our time in the afternoon. The latter Mr P said we had better attend to, consult different authors upon this subject and inquire into the nature of our language. Language is a science of deep study. Mr P commended to our attention the preface of Webster's Dictionary, as containing much matter that would be useful in acquiring a correct knowledge of the language.

Faithful Study Hours

Wednesday, March 4<sup>th</sup>

Mr P read a portion of the 22 chapter of Luke, it related to the Passover. The words were these of one of the verses. "With desire have I desired, to eat the passover with you before I suffer" Mr P said this was a Hebrew expression, which means I have strongly desired. Our lessons in Algebra & Arithmetic were reviews of operations we have performed. A recess ——— after which we attended to a recitation in

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Nat History which embraced an account of the transformation of animals.

The session closed at the usual hour.

P. M. This afternoon is lovely. It seems more like a day in June, than one in March. Some of the agriculturists ~~have~~ it appears to me, look upon this as a very forward Spring, as I have understood they had in some places sowed the seed for wheat.

I accompanied some of the young ladies out to Esquire Honey's and passed some time very pleasantly. This fourth day of March is one that will long be remembered. I did not return until 2 1/2 hours were over. But prepared some of the lessons before I went.

Thursday, March 5<sup>th</sup>

A striking contrast out of doors since yesterday certainly has a change come over the scene! Where the soft breezes played, now is heard the cold, cheerless blast of March, instead of the warm rays of the sun, the earth receives the pelting rain.

Our school opened with the usual devotional exercises. Nat Philosophy, Algebra and Arithmetic were the morning studies.

P. M. The lesson in reading was quite interesting. One piece was upon Kindness. This Christian virtue is of high excellence. Mr P thought we might feel more kindness than we express to our fellow men, but we should never express more than we really feel in our hearts. Never feign kindness. He did not think it allowable that if <sup>we</sup> did not possess kind feelings to any one and he or she thought we cherished such feelings; that we ought to make known our thoughts to them.

Problems upon the Globe, Punnettation, Moral Philosophy, & Geometry were attended to.  
Evening Hours Uninterrupted.

Friday March 6<sup>th</sup>

A query was laid upon the table, asking the Mr P to explain the difference between Science & Art. The former, said he, is the theory, the latter, applying these principles to practice. Philosophy treated of. Ventri-loquism. Which is supposed to be the power of mimicry, that some persons possess in a great degree. Similar course of study to yesterday. At the close of the school, several topics were given for composition.  
Faithful Hours.

Saturday, March 7<sup>th</sup>

The sun rose in a thick shower, and everything presented the appearance of a wet day. At eight o'clock, we were in school room, and were engaged in the doctrinal exercises. Brigham's mental exercises was the first recitation. Then the class in Arithmetic performed at the Board with considerable success. Finally, we attended to that which the subject was Pyrometry, which treats of the laws of heat. After recess followed the discussion upon this question. "Is it expedient to continue our discussions?" Miss Damon opened the debate with arguments on the negative. Miss Stoddard took the affirmative. Both of these young ladies brought good arguments. We had a good beginning. This is well. Most all brought arguments to support the continuance of this exercise. This was more interesting & animated than it sometimes is. One argument <sup>was</sup> offered against all that <sup>our</sup> discussion would improve our language which is important to a teacher. Mr P added that this last was important to



persons in every sphere of life; but to those who engage in teaching, it becomes doubly & trebly important. Thinking will form a correct mind. Reading a full mind. Comparing a ready mind. Our teacher expressed his gratification at the effort <sup>which</sup> had been made at this exercise. He thought the most important points had been touched upon, but these could have been enlarged upon which would have rendered it better.

Time did not permit Mr P's giving the whole of the remainder of his last lecture, upon Arithmetic. Mr P. performed some simple questions upon the board, to show the manner in which we might teach, so as to vary the exercise and thus have the pupils exercise a little ingenuity.

Mr P. availed to the topics that he had intended to enlarge upon. They are the following.

Pupils should never be shown. Never take the slate and perform all the operation for a scholar, but simplify the question, and lead them on in this way.

Begin with practical questions. Teach only simple questions to young scholars.

Do not allow your pupils to guess at answers,

try first one way, then another. This practice is too common among scholars.

Do not allow scholars to receive rules from books, but let the question be solved and the operation perform rule made from the process.

Where you find it difficult to keep up attention let one take part of a question, the next the other do on.

If you begin with simple questions, this study may be commenced at a very early age.

An hour elapsed, and at half past one Mr P met the class in reading. After this exercise, it was announced that Mrs. Laura Bridgman had come. How long most of the young ladies were assembled in school the sitting room. She is a lovely creature. It is mysterious how a being destitute of three of the five senses can thus evince such knowledge. Oh how much happiness this child by having been instructed in some common things. Her powers of memory are very strong. Be in the evening read a chapter upon conversation from Miss S's Letters.

If <sup>what</sup> <sup>can</sup> <sup>in this chapter</sup> <sup>be</sup> <sup>practised</sup>  
upon, how many <sup>best</sup> <sup>reparches</sup> <sup>of</sup> <sup>conscience</sup>  
in <sup>our</sup> <sup>kind</sup> <sup>would</sup> <sup>escape</sup>. Miss S. concludes  
this chapter by advising her young friends  
every night to recall the doings of the past  
day and engrave <sup>indelibly</sup> <sup>on</sup> <sup>their</sup> <sup>memory</sup>  
the solemn assurance that for every idle word,  
we must give account in the day of judgment.  
Ah me! how many <sup>lies</sup> <sup>and</sup> <sup>whimishes</sup> <sup>on</sup> <sup>this</sup>  
week's pages.

I have endeavored to correct the above as far as possible.

Sunday, March 8th.

Terrible cold. If I could judge by my feelings  
I should say early this morn the thermometer stood  
some degrees below zero.

Mr Pa. Kanari has delivered two excellent discourses  
today. Morning text. "If ye then be risen with Christ:  
seek those things which are above." Colossians 3:1

Afternoon. "Will spend our years like a tale that is  
told?" Psalms 90:9. This was particularly  
good, one that we could bring home to ourselves.

Monday, March 9th.

Mr P. opened the school this morn by reading  
a portion of the 22<sup>d</sup> chapter of Luke, until it  
speaks of Peter denaying our Master. Mr P. says  
this apostle affords an instance of those friends  
who are with us in days of prosperity, but when  
adversity comes, these they forsake us. This look  
of our Saviour to Peter, probably taught him, <sup>more</sup> <sup>than</sup>  
he had ever learned before, by awakening re-  
flection in his own mind. Behold how great a  
fire, a little matter kindleth. Deep reflection  
on some simple things, such as the swinging  
of a pendulum, often suggests to the mind  
more thoughts, than much reading and the most  
eloquent speeches.

Mr P. was asked this morn why there was a  
storm, about the time the sun crossed the  
equinoxes. He replied he had never been  
satisfied that this was the case. I have often  
made observations and found that it was not  
always so.

Why is this called Julian Year?  
For Julius Caesar who rectified the calendar.

Remarks. Mr P. said when company was  
expected, it was well to forewarn the young ladies.

The last sentence is a wrong statement. Mr P. instead of making the observations, asked the question, if the young ladies wished to know when visitors were coming. I some expect company today. During the devotional exercises, I think all other things should not only, <sup>be</sup> really, but apparently suspended. This subject I will leave for your consideration. Much more will be accomplished by a full preparation of the morning lessons, before coming into school. In this way you will lead your sisters, rather than they driving you. Let this be as a word to the wise.

Again, I want all to feel an interest in the school below. The school is yours. Upon its success or failure depends the efficiency of the Normal School. If there are any faults that we have been prone to, during the past, let us begin this week, with a determination to correct them.

We next attended to a recitation in Nat Phil-osophy, which was far from being such a one <sup>as he</sup> desires. From this we passed to Arithmetic and Algebra. the former was not as good as usual. P. M. Reading, Orthography, Grammar, Moral Philosophy & Nat. History. The latter was

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upon the transformation of animals. Mr P. remarked after the recitation that we could see benevolence even in death. This may suggest new thoughts to some of you. When beings become old & helpless, it is a law of nature that they shall pass away & give place to new creatures. This is wisdom, unless we can imagine a race of beings who are always youthful. To review the day. Our teacher says the exercises have been pretty successful, excepting the morning lesson.

Tuesday, March 9th 18th.

The latter part of the 22nd chapter of Luke was read, and the 7th verse commended upon. Our Saviour was asked if he was the Son of God. And he said, ye say that I am. Mr P. said it was customary among the Jews to repeat the question for the answer. Mr Peirce observed that our journals were more uniform than usual. There are none of so high a character, as sometimes and none of so low an order. Mr P. lesson was quite interesting upon the sources of heat. The other morning exercises as yesterday. P. M. Our reading lesson was a description of the earthquake at Lisbon in 1755. Orthography, Grammar. Or those were the other exercises.

Wednesday 11<sup>th</sup>

A clear, cold morning.

Arithmetic we performed at the board. We had the names given to some of the timbers used in the construction of buildings.

Nat. Philosophy explained the mechanism of thermometers, and the various fluids with which they have been filled.

Algebra and <sup>the</sup> lesson omitted in Nat. History, were the other studies for the forenoon. No visitors so far this week.

Thursday, March 12<sup>th</sup>

Mr. P. remarked upon the portion of Scripture read. Much has been said of the conduct of Pilate at the time of our Saviour's crucifixion, and how far it was reprehensible has been a question. He sacrificed, as the Phrenologist would term it, his conscientiousness to his love of approbation and popularity.

Our Philosophy recitation was hotly resisted, as the subject was rather difficult. Mr. P. said the more ~~more~~ difficult the lesson, the more credit these would be if we mastered it; beside there is much greater discipline of the mind, than

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where we readily see the intimacy and connection of the parts to each other. Mr. P. wished us <sup>to attempt</sup> of an anecdote which he related of a young man, who once told him, that he had resolved to be prepared to answer all the questions, that others in his class missed.

A good resolution indeed. I wish I thought I could keep it, if I should make it.

Arithmetic and Algebra the forenoon lessons. Lawyer Stetson and his brother visited the school this morning.

P. M. We attended to Reading, Punctuation & Geography. The Misses Meriam and Chandler have been in school.

From the illness of Miss C. Beemell study hours were interrupted, so that we did not keep full two hours.

Study hours, with the above exception have been observed during the past week.

Friday March 13<sup>th</sup>

Our teacher made some remarks upon the 23<sup>d</sup> chapter of Luke after reading. The prayer, our Saviour offered for his enemies, at the time of his crucifixion Mr. P. said, was one of the

most striking features in the life of our Saviour. His petition for forgiveness, while we are surrounded by enemies who are seeking to destroy our lives, is manifesting a spirit of the highest moral excellence.

Having read the answers to our questions in Arithmetic, the young ladies went into the Model School. We are to pass the day here, as Mr P. is to take the charge of the school himself.

In the Model School Mr P read a part of the 5th chapter of John. The impotent man healed. He gave an explanation to the Model scholars, and then made the following to us. He said it may have been a tradition among the Jews, concerning the troubling of the waters, and the Historian only gave the common belief. At some seasons of the year the wind might have disturbed the waters, and this motion may have thrown up the gages from the pond, which had a healing power. Mr Pirce gave these scholars a description of the schools of Lexington as they were in former days, as a general lesson for the morning. This appeared to be very interesting to the children. It was so to me. The only books that were used

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in those days were the Spelling Book, Testament and Psalter, also there was an Arithmetic on the teachers desk.

Mr P. had heard all the recitations today. Both sessions have continued longer than usual. I think this day has been a profitable one to me. I have gained some new ideas ~~proax~~ ~~ideas~~ in regard to teaching.

At 5 o'clock my Cousin arrived. How great the pleasure that steals over the heart, when we meet those, after a long separation, who are bound to us, by many near and dear ties.

Saturday, March 14th.

There is no school today, so we are to have a day of respite from all school duties, except writing composition. Oh dear! composition again. I wish I ever could have ideas, especially when the week comes for writing my theme. There has been considerable talk to-day of the fate of the Normal School. This eve we had the pleasure of Mr & Mrs Pirce's company. We read the Report of the Secretary of the Board of Education which was quite interesting. Mr P. gave us some account of the proceedings of



the Legislature, in regard to abolishing the Board of Education, and also the Normal Schools. It has caused much excitement in Boston.

Mr P. said he expected we should have some visitors next week; he also announced when we were to have a vacation, which is to consist of the last two weeks of April.

Sunday, March 15<sup>th</sup>

It looks cold and cheerless without. Mr Parkman has expounded to the people today.

Monday, March 16<sup>th</sup>

The morning is lovely.  
From the late breakfast hour, I did not enter school till after the devotional exercises were concluded. Mr P. spoke of the vacation, and said the second year would commence the 1st of May, and is to be divided into three terms, with a vacation at the close of each. The first is to be in August. Second in January. Third in April. Pupils can enter at the commencement of the terms, and remain a year, but not for a shorter length of time. Mr P. spoke of the importance of those who came there, being well acquainted with

the Common Branches, also spoke of the importance of those who intended to teach, feeling an interest, a love in this occupation. We have attended to Algebra and Arithmetic. Nat Philosophy was omitted for want of time.

P. M. We have been engaged in Reading, Orthography, Conjugations, Grammar, and Moral Philosophy. Grammar I was not successful in. Nat History omitted. In the evening we were honored by a call from Mr Mann and Dr Howe, who informed us, that we were to be visited by the Secretary of the Board of Education of Connecticut, on the morrow.

Tuesday, March 17<sup>th</sup>

Mr P. says our journals are fair, as regards the intellectual character. The Themes are below par. If you would accomplish much, do not attempt to study and converse at the same time. The first exercise was the long deferred lesson in Nat Philosophy, upon Solvent Heat. Though longer than usual, it was well recited. Algebra and Arithmetic were the forenoon lessons. P. M. Our teacher read the reading lesson while we listened. The session has closed, and we have not had any company. The snow, the sun, how dreary the (aspect)

Wednesday, March 18th.

A part of the 23<sup>d</sup> chapter of Luke where it speaks of the day of preparation was read.

Nat. Philosophy treated of the construction and mode of action of the Steam Engine. Arithmetic and Algebra were attended to. The latter was not performed satisfactorily to Mr. P. Nat. History was quite interesting, upon the modification of Birds. In connection with this exercise our teacher mentioned two or three anecdotes showing the instinct or knowledge that some birds manifest.

After we had finished our recitations, Mr. P. observed he had been gratified with the exercises, excepting Algebra. Further he said, he feared there were some who had lost their interest in the studies, while some had gained in interest. I hope it may always be so where there is abatement of interest on one side, there will be an increase of it on the other, to compensate for it.

I think it well for each of the young ladies in turn to pass a day in the Model School.

I wish you success in your studies, but do not neglect your health. Above all things, I wish you peace among yourselves. Whatever else you may lose do not lose your harmony, and peace of mind.

Thursday March 19th.

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My Cousin who has passed nearly a week with me left this morn. for the city. The weather is finer.

At eight, we assembled in the school room, and first engaged in the devotional duties which were very good.

Philosophy was again upon Steam Engines which Mr. P. explained. Arithmetic class performed at the blackboard.

Oh Algebra! I know <sup>your</sup> performance too well in you to have to commit you to paper. If I wish to call to mind, I have but to look inward.

After our long recess three gentlemen entered who Mr. P. introduced to the school, as Mr. Burwood, Secretary of the Board of Education in the State of Connecticut, Mr. Colman and Mr. Crowell. The only exercise before the session closed, was the performance of the second class in Algebra at the board.

P. M. This morn. at the close of the school we had only three gentlemen visitors, but in the afternoon the number was plus four ~~more~~, making seven. Was not this a formidable array for us Normals to appear before? We attended to reading which occupied some time; then to Orthography and

Orthodoxy. Before Mr. Barnard left he made a few remarks to the school. I was surprised, said he, when I reached Boston last week to hear that there had been measures taken, to attempt the discontinuance of Normal Schools. But if there has been any danger, I trust it has now passed. This is the first institution that has been established, and it is hailed by this and other states, as the Morning Star of a brighter and more glorious day. Great responsibility rests upon you who are first to go out from this school. The public will expect much of you. They will expect you to appeal to higher and holier motives than many teachers do. He then said that when we left this place and went out to teach, we should find great want of sympathy among parents. From conversation with nearly a thousand teachers of my own State, I am forced to believe there are many, who are engaged in teaching in retired and obscure places, who toil on year after year, unthanked, unassisted, and unpaid. But they are rearing up monuments of beauty and glory, that will brighten and lighten in the light of eternity.

After this gentleman left, Mr. Wheeler from Lincoln

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addressed us. He said he was much pleased with the appearance of the school. Then he mentioned he did not agree with the last gentleman who spoke, in respect to the little sympathy manifested by parents. I have not found it so where I have taught. It may be different in Connecticut than in this State, for there they have large funds to pay their teachers. I agree with Mr. B. in his last other remarks. Where much is given much will be required.

Session closed little after 5.

Friday March 28th

Mr. P. made many remarks this morning. First, he said one thing that was cheering, which was that the Legislature had decided by a majority of 63, for the continuance of the Normal Schools. He then adverted to the remarks made by the gentlemen yesterday. I feel with them that great responsibility rests upon you, who are first to go forth from here in the capacity of teachers. How important then is it, that you be qualified for this station. Better is it for you to stay three or four months longer than go out a month too soon. You will meet friends and foes when you go out, then how necessary is it that we navigate our ship in the right channel, so that we

may reach the desired haven. One failure will produce more talk than three successful attempts. The three <sup>reasons</sup> things offered by the opponents to Normal Schools, were the following. 1st It is said it is a party concern. 2nd It is a sectarian thing. 3rd objection is, its great expense. Many, who offer the last, are those who are studying their own case. & are unwilling to sacrifice any of the luxuries of life for the sake of benefiting the community.

Mr. P. said if we found it <sup>inclined to any or either sect to say so if not, say so.</sup> a sectarian thing. But where, look the world over, can there be found an institution in which less is said upon sectarianism. No one is biased to this or that sect. but each one is left to follow the dictates of her own conscience. Nat Philosophy was upon the conduction and radiation of heat. quite a successful performance. But what shall I say for Algebra? It was deplorable. In the afternoon the first class in Arithmetick recited. The class in Algebra were called out, to attend to an explanation of the subject that we are now upon. This afternoon we were visited by Rev Mr Stetson of Medford, while here the class in Moral Philosophy recited. Mr. S. entered into quite a discussion upon the question, Is it right for society to prohibit persons publishing

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these views? After this he made some remarks to the school. He began by expressing his gratification at the course of instruction here adopted. It is a system truly intellectual. This is not instruction but education. I never before thus could distinguish so plainly, the difference between the two. The discussion showed the power of <sup>turning</sup> the thoughts inward. <sup>is</sup> a drawing out of the powers, <sup>not</sup> pouring water from one vessel to another, in a vain attempt, to fill it. He said the present mode of instruction was as different from the old one, as was the growth of a tree, from the building of the dead materials. He trusted we were flourishing trees, which should bear beautiful flowers, and at length bring forth ripe fruit. If you pursue this course, your growth will continue and be everlasting. But if you turn from this course to a vulgar method, and bring into <sup>the</sup> mind what is foreign to its nature, then your growth will be stopped. We use external things as aids only, in our pursuits. Education is developing the inborn faculties. Instruction is pouring from without into a passive mind. The latter does nothing worthy of itself. In a life the mind grows; it is

then what God designed it to be. It seems to me that a person cannot spend a month or even a day, in the manner in which it is here spent, without making some advancement towards perfection. Thought converts knowledge into power. Thus theory is converted into practice. We should feel that the highest privilege is to work, and each one should be persuaded she has something to perform. You will not then be one thing, but will then be twenty different things. Look upon life as a scene of labor, and that we should be leading others in the path of duty. Give yourselves to society, ~~and~~ to God and give daily <sup>with</sup> rendering yourselves worthy sacrifices. I pray that the four recollections of this school may be the most pleasant of life, and the opportunities for thought and conversing all be turned to the highest use; to the knowledge of God of the Saviour & of eternal life.

Study hours observed this week, with one or two exceptions where my mindfulness was excited. I am sorry for this departure.

Saturday, March 20<sup>th</sup>.

The sun crosses the line as it termed today. So he rises and sets at six making the days just twelve hours long. Having engaged in the devotional exercises we ~~attended~~ to reading from Abbott's Teacher. After this several topics relating to the government of a school were spoken of. Our discussion was upon the question "Is it well for young ladies of a literary institution to mingle in the society of the young of the place." Mr. P. said this exercise had took more of the nature of a debate, than usual. As to the question he said he thought engaging in a moderate degree, ~~with~~ in the society of a place was well. Intellectual education is not the only thing to be attended to, neither is science all that is to be studied. I think the danger is, says Mr. P. of mingling too much, of not being able to control our desires. Our teacher tried some experiments which were quite interesting. Mr. P. says he intends devoting the portion of time ~~to~~ given to his lectures; in the mode of manner of teaching to Philosophical experiments.



The class in reading met this afternoon.  
In the evening our little society met, we  
had the company of Misses Locke & Davis.  
This day has been quite a happy one take all  
and all.

Sunday, March 22<sup>nd</sup>

It is quite pleasant but cold. All of the young  
young ladies have been out to meeting today.  
Mr Parkman gave five discourses. The morning  
discourse was from these words "gather up the fragments  
that remain, that nothing be lost." John VI. XII.

Quite good discourse

Monday, March 23<sup>d</sup>

After the Devotional Exercises Mr P. remarked  
it was of little avail for us to wish good, if  
we did not make a corresponding effort to obtain  
it. "Who by taking thought can add one cubit to  
his stature? God giveth food to the birds, but  
if they did not use their bills, of what advantage  
would it be to them? If you would be wise you  
must exercise your faculties. It is a good maxim  
that obtained in golden time, and is true  
at the present day. Secure our lessons first and we  
will then deserve what pleasure we can.

Our teacher read to the school a letter written  
by a little girl twelve years old, to a friend  
upon the subject of prizes. Mr P. said this  
little girl was a philosopher now. She is now  
equal to Milton and Locke.

He read also from the Common School Journal an  
anecdote of Sir Walter Scott, showing the injurious  
effects of school emulation on such a mind as  
his. Nat Philosophy was the first recitation, upon  
the Conduction and Radiation of Heat.

Algebra and Arithmetick, the forenoon recitations.  
We hear Miss Swift is to leave here, at the close  
of the term which is in about three weeks. How  
saddening, but these ties of intimacy and connec-  
tion should be disconnected, undissolved almost, as  
it were. But the affectionate friendship and love  
here formed, I trust will remain unbroken, whether  
we be far or near to each other.

P. M. We attended first to reading from Abbott's  
Teacher. The lesson was a topic of a few remarks.  
The remaining exercises were Orthography, Conju-  
gation, Grammar, Nat History and Moral Philosophy.  
Nat History treated of the mode in which insects  
construct their nests. Study Hours I passed in the  
school room performing my questions in Algebra &  
Arithmetick, but not without commencing



Tuesday, March 24<sup>th</sup>.

Mr P. gave us a word of advice this morn.  
Let each one ask themselves if they are faith-  
ful in little matters, for it is in these we  
stumble. "These things ought ye to do, and not  
leave the others undone."

Journals returned. They are as good as they  
have ever been. Mr Peice said he had received  
an invitation for the Principal and Pupils of  
the Normal School, to attend an examination  
of one of schools in this town, this afternoon.  
Nat Philosophy was upon Electricity.

Our lessons have been generally good. The  
snow is falling fast but the young ladies  
think they will <sup>ascend</sup> attend their school  
just before the session closed. Mrs Green from  
New Bedford entered.

P. M. At two we set out for the above mentioned.  
We passed three hours in listening to recitations  
in branches usually taught in our public schools.  
I think I have received some hints, which will  
be of practical advantage to me.

Study Hours observed.

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Wednesday, March 25<sup>th</sup>.

The ground is again covered with snow.  
The aspect is more like a day in December than  
in March.

Arithmetic was the morning exercise. The performance  
was not as good as some times. During this lesson  
Mr P. referred to the examination we attended  
yesterday. He thought it would have <sup>been</sup> better if  
the pupils had performed at the black board.  
He cautioned us to be careful to avoid leading  
questions at an examination, as such questions  
are no test of the attainment of the scholars.  
Also advised us if we selected pieces for reading  
to choose those that are on a level with the  
capacities of those who are to read.

Nat Philosophy was a continuation of the same  
subject we were upon yesterday.

Mr P. gave out questions for performance in  
Algebra. The last half hour of the session was  
passed by a portion of the young ladies reading  
selections.

The class in Reading met this afternoon.

Study Hours observed.

Thursday, March, 26<sup>th</sup>.

All our number here present this morn. and this is very pleasant, but I have to think that ere long, this seat and this, that one and that will be deprived of its occupant. This is saddening. Nat Philosophy was upon electricity. Mr P. went into some explanation of the subject. some questions were answered upon this, that were asked by the young ladies. This exercise was not as good as it often is. The other lessons as yesterday morn.

P. M. Session commenced at the usual hour. First, we attended to reading from the Teacher. Mr P. spoke of ~~some~~ of the advantages we might derive from some of the principles <sup>referred</sup> in regard to teaching, which are spoken of by Abbott. After this we attended to Ancient Geography & Solution of Problems upon the globe. Mr Peirce observed that there might be some who were ignorant of the meaning of the term Longitude. It means length. In ancient times it was applied to the country around the Mediterranean Sea, which was then the whole of the known world. It was longer from east and west than from north to south.

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Session rose at five. In the evening, a number of the young ladies attended a Phrenological Lecture. I did not go but observed or rather kept Study Hours.

Friday, March 27<sup>th</sup>.

The school was opened this morn by reading from the Scriptures a part of the <sup>first chapter of the</sup> Gospel of John. Mr P. remarked upon the 39<sup>th</sup> verse, which is our Saviour's reply when he was asked where he dwelt. "Come and see," he said. These words, says Mr P, furnish a fruitful subject for reflection; particularly for the young. The inquiry is an interesting and important one. Do we seek to find where our great Teacher dwells; and have we taken up our abode with him? The meaning of the word Selah was asked. There has been much written upon the signification of this term. Some have supposed it an address to the Deity. Others have thought it synonymous with Amen. It is my practice (Mr P. then adverted to his practice of attending free lectures, which is <sup>to stay away</sup> when I know beforehand) that circumstances are such, that it will be impossible for one to attend the whole course.

Recitations this morn similar in nature and character to yesterday.

P. M. Reading from the Teacher came first.

Abbott says the question should come up to the pupil after recitation "Have I done well not have I managed to appear well."

Mr. P. in this connection said so much for appearance. There are few people in the world who know themselves. Much is thought of appearance. Character is very different from reputation.

Abbott speaks of keeping resolutions. The cause of so many failures in resolutions, he ascribes to the want of <sup>some</sup> definite ~~time~~ time for their performance. For instance, he speaks of early rising.

Mr. P. said there were two things to secure early rising. One is early to bed; the other, is rising on first waking. "and remain bed & take a morning nap. Practise this three mornings and you will find little difficulty on this score. If you wish to correct a bad habit begin now, for this is the acceptable time. I never knew any one who could not reform at some future time.

The remaining exercises were Geography, Moral Philosophy and Music.

Study Board kept.

Saturday, March, 28<sup>th</sup>.

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Unpleasant - The walking very bad so there is not much pleasure in exercising out of doors. Another week has completed its round (or nearly so). It seems as if almost every week was shorter than the preceding. "Time moves at a rapid rate!" Our teacher read and commented upon the miracle of our Saviour, where water was turned into wine. Some bring this miracle as an argument in favor of the use of wine at marriage ceremonies. Our Saviour did not do this that the people might have wine to use, but he took this occasion to show his power & glory, and to show that he came from God. It is true the people did partake of the wine, but there is no statement showing that our Saviour did. Were I called upon to offer arguments in favor of temperance, I should not go to the Scripture, to discard the use of wine but I should appeal to the Scripture, <sup>to show</sup> that we are to work righteously. "Let our light shine before men; that they may see our good works. Some say the wine of ~~dead~~ in those days was the pure juice of the grape. This is true."

Mr P. said he had observed the pupils some-  
times inquiring for where the lessons were  
just before school commenced. This is a bad  
practice. If your keep school remember this -  
those who are inquiring in <sup>this</sup> way in the morning  
about their lessons, generally fail in having good  
imitations. The classes in Arithmetic and  
Algebra read the solutions to their questions, after  
which we attended to reading from the Scriptures.  
Our question for discussion was, "Can a person  
be truly polite in the common acception  
of the word and at the same time strictly  
conscientious"? Ten were on the affirmative  
side nine on the negative. Mr P. made some  
remarks upon the question, and spoke of some improv-  
ments we might make in this exercise.

Mr P. devoted the last of the forenoon to trying various  
experiments in Philosophy. They were designed to  
show the expansion of air as in the Artificial  
Mountain the Cup of Barchus &c.

In the evening our Society met. We did not attend  
to reading as it was a business meeting so called.

Sunday, March 29<sup>th</sup>.

The morning is unpleasant. I attended the Unitarian  
Church the first part of the day, and heard a dis-  
course from Mr. Parkman. "As thy day, so shall  
thy strength be" Deuteronomy 33:25 were the words  
of the text.

P. M. I attended the Baptist Church and heard  
Mr. Peirce preach. Text "My Kingdom is not of this  
world." John 18:36.

Monday, March 30<sup>th</sup>.

It is cold and stormy. The scripture read was a  
part of the 2<sup>nd</sup> chapter of John, which speaks of our  
Saviour's expelling the people from the temple, when  
they were selling merchandise. Mr. P. remarked, this  
was the only fact of violence that our Saviour was  
ever accused of. I do not know as this is an act  
of violence. We ought to infer from other teachings  
of our Saviour, that the scourge referred to in the  
15<sup>th</sup> verse, was not used upon the owners of the  
beasts. Remarks were made upon the Model School,  
and the rules & regulations for it were read. For a  
General Exercise, give some little anecdote or item  
of information. In this connection Mr. P. suggested  
the advantage of having a common place book

to record interesting facts and incidents that we might hear or read. These will be found very useful especially in teaching, they will add to the interest and serve to keep up the attention of scholars; this is the great secret of success in teaching. Those who engage in the N. S. the coming month are Miss Dred for Superintendent, Misses A. Locke & C. C. Burdick morning teachers, Misses E. Rogers & S. A. Stow afternoon teachers. Nat Philosophy was the first recitation, a review of the subject of Electricity. It was a pretty successful performance. The classes in Algebra and Arithmetic then performed.

P. M. I entered the N. S. at one o'clock, but did not take an active part in the lesson, but noticed Mr P's manner of instruction. The school was quite orderly the first part of the session.

At three went into the N. S. and attended to Grammar. Some did not <sup>permit</sup> the visitation <sup>in</sup> Nat History & Moral Philosophy.

Tuesday, March 31<sup>st</sup>

Journals & Themes returned. The former are good, the latter fair. Mr P. said he was pleased to see the success that had been made in keeping

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Study Hours. I think the Model School has been decidedly improving, generally successful. If there has been any failure it has been in regard to order. The teacher must carry authority, mingled with love in her manner.

Our teacher explained the Nat Philosophy lesson, upon the subject of Galvanism, Arithmetic was good by most of the class. Algebra questions were mixed among a portion of the class.

P. M. The Modelites have not behaved very well; J. should confine the misbehavior to some of the largest boys.

N. S. attended to Orthography, Grammar, Nat History & Moral Philosophy. The lessons better than Monday. N. G. was an interesting account of Bees.

Session closed after Mr P. had given us questions for solution in Arithmetic & Algebra for the morrow. This is a brief history of the proceedings of the last day of March.

The first half hour of the evening was not observed without communication, but devoted to study.



Wednesday, April 1st.

The morning was fine. The birds were warbling forth their notes before the sun shone forth.

I was going to say, but I will take that back as I was not out so as to know.

Reading from the Scripture and Singing & Prayers were engaged in, then Mr. P. remarked

upon the Moral Philosophy lesson of yesterday. He said he should not be with us all the forenoon, but we could take that time to do our questions that were yet undone in Algebra.

The classes in Algebra & Arithmetic were called and they read the answers to the questions given yesterday. Mr. Chamberlain has been in school.

We had a long recess then the school was called to order. Miss Damon officiated as teacher. The young ladies read selections which occupied a part of the remaining hour. The remainder was passed in almost perfect silence, something uncommon for this school room. Miss Damon dismissed us at twelve.

Thursday, April 2<sup>nd</sup>

It is Fast Day so we do not hold a session. I attended Church this Morn and heard Mr. Parkman. His text is found in the 4<sup>th</sup> chapter

of Malachi 2<sup>nd</sup> 3<sup>d</sup> & 4<sup>th</sup> verses.

I should have noticed before that all nature without was shrouded in her mantle of snow; this ~~does~~ looks dreary indeed, but the mind is cheered and warmed at the thought that this appearance will not long present itself; for as the sun moves upward it will pass even as the morning clouds and early dew.

Study Hours observed.

Friday, April 3<sup>rd</sup>.

All the Modelites are together this morning. After the usual Exercise on opening the school, Mr. P. said he had thought of a different plan of passing the two remaining days of this week, fresh what he had in view when we separated. As all the apparatus is out, I intend to go through with a course of experiments. We read the answers to our questions in Arithmetic and then went into the room below, where the apparatus was. Some of the Modelites were present. Our teacher first called the attention of the three scholars to some of the principles in



Mechanics, He showed the manner of fitting  
boards together set by B. swelling. 2<sup>nd</sup>  
Gouge and Groove. 3<sup>d</sup>. Dovetailing the  
last is used by Cabinet Makers in joining  
misc work. Then called their attention to the  
names and forms of some of our most common  
solids. Explained the measuring of sections and  
the difference between cylinder & cone. The  
solid contents of a cone of the same base &  
height as a cylinder is one third as much.  
The different forms of the Parallelopiped. then  
came. Mr. D. asked the pupils which piece of board  
would take the most fencing ~~to fence~~ a square  
or oblong piece. He convinced them it would take  
more for the latter. The different kinds of  
Attraction were enumerated. When two fluids  
are combined together chemical attraction takes  
place. All matter is attractive; if a fly should  
shake its wing near the planet Uranus it  
would cause the whole solar system to vibrate.  
The mechanical powers were next explained. The  
mode of action of the simple and compound lever.  
It is true what Archimedes asserted, that had  
he any place to rest <sup>his</sup> lever, he could move the  
earth.

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The session ~~then~~ adjourned from about 12  
to half past one. P. M. Again we attended  
to the subject of Mechanics. Pulley, Wheel &  
Axle & Capstan were shown. He  
the forcing and lifting pumps and their  
mode of action. The former is constructed on  
the same principle as the fire engine. If  
water is thrown farther than 150 feet it meets  
with such resistance from the atmosphere  
that it is dissipated and will not produce  
any effect. The distance to which water will  
be thrown is twice the ordinate which is  
the distance from the circumference to the  
diameter. An instrument called the water hammer  
was shown, it consists of a glass tube partly  
filled with water; on shaking it, there is  
a sound produced, like the falling of ice.  
The philosophy of it is that the tube is ex-  
hausted of air; ~~it~~ <sup>the water</sup> having no resistance of  
the air to overcome falls in a mass which  
produces this sound. Several experiments were  
tried to show the expansibility of air. The  
specific gravity of bodies were show. There  
is a great affinity between water and alcoh-  
hol. When the air is exhausted heavy and

light bodies fall at nearly the same time.  
An experiment showing the impenetrability of  
air. On this principle of air diving bells are con-  
structed, or rather used. - Session closed about five.  
We were visited by Mr. Forbes and Miss Weatherbee.  
After school we found Mary's Uncle had come and  
intended she should leave with him on the morrow.  
We do not keep study hours this eve as it is the  
last that all of us will be together. Mr and Mrs  
Pierce called in to see us. Mr P. talked of  
Mary's leaving and the light in which we  
should view it. Before he left the young ladies  
waded with him in singing Auld Lang Syne.  
At ten we retired to rooms.

Saturday April 4<sup>th</sup>.

Mary has indeed left us.  
Mr Pierce read for our instruction the last of  
the 4<sup>th</sup> and first part of the 5<sup>th</sup> chapters of 2<sup>nd</sup> of Corinthians.  
The classes in Arithmetic and Combe having  
recited, we again went below to engage in the  
Philosophical Experiments. First was freezing  
water by exhaustion and showing that air is  
necessary for combustion. When liquids are com-  
bined they give out Latent Heat and this causes

the particles to be nearer each other & occupies less space.  
Mercury rises at the height of 29 inches.  
Water higher than that, an illustration of both.  
When the <sup>upper</sup> external pressure from a solid is re-  
moved the when the pressure from the upper surface  
of a body is removed, the pressure of the air on  
the lower is so great, as to cause it to rise and  
a large weight besides. For this way a weight  
of more than a hundred pounds was raised.  
When the internal air is removed from a  
bladder the external is so great as to cause it  
to burst.

Session continued till near 12. It seems dreary  
and gloomy in doors and out doors.  
Evening. Our society met. We had the pleasure  
of Mr & Mrs Pierce's company, also Miss J. Locke's.  
We finished reading Mrs. Sigourney's letters. The  
next book we take, will be Miss Hamilton's  
letters upon the elements of Education. May we  
find them as useful and instructive as Mrs.  
S. have been.

Sunday April 5<sup>th</sup>.

Attended Church all day and heard Mr Wilson.

Monday April 6<sup>th</sup>.

The 4<sup>th</sup> chap. of John from v. 42<sup>d</sup> verse was read. The Jews (in the 9<sup>th</sup> verse) have no dealings with the Samaritans. Our teacher said this was a remark of the historian not of the woman. After the ten tribes of Israel were captivated, there were still the tribes of Benjamin & Judah left. The king sent other tribes to dwell in the country of Samaria, <sup>thus</sup> causing a very mixed people. When the ten tribes returned after 70 years of captivity, the Samaritans opposed their rebuilding the temple. This increased the resentment between the Jews and Samaritans already kindled to such a degree, that they <sup>the Jews</sup> finally refused to have any dealings with them.

We attended to an exercise in Arithmetic and Algebra, and Combe's Constitution, and then went into the Model School to attend to the remaining Philosophical Experiments. The first one was the Magdeburg Cups. Air has weight as shown to be. On using the condensing pump, the air pressed with such force, as to burst the bottom out.

to the chamber. This showed very forcibly, the manner in which steam boats burst their boilers. On the principle of condensation the Air Gun is constructed. Syphon showed the manner in which liquids are conveyed from one vessel to another. Hydrostatic Bellows will support a large weight, by the pressure of a column of water. Hydrometer to measure the specific gravity of liquids. It sinks lower in alcohol than in water, for the latter being heavier helps to support it; sulphuric acid is more dense than water. Mercury is so heavy that it almost supports this instrument. Different metals possess different powers of conducting heat. Iron is the best, then brass, copper, lead, tin, glass. Air is necessary to combustion. P. M. Electricity. Ice is a good electric at fifty degrees below zero. The electrometer and pith balls exhibited the effect of the different states of electricity. Dancing images. The schools took an electric shock. When the Leyden jars were first constructed, they were regarded by the Europeans as a great curiosity and were carried about the country for show. Several other experiments in electricity, lastly, came the Steam Engine, <sup>with an explanation</sup> of its mode of action.

Session closed at five Mr P said he had a few more experiments on electricity, that he would exhibit in the evening. At seven we again assembled in the schoolroom. The experiments were very successful and pleasing. In fact, nearly all the experiments tried have been successful, and to me they have been interesting. I think I can say I have gained much information. Indeed it would be a reproach to me if I had not obtained some new ideas after so much labor and pains have been spent for our good.

Tuesday, March 7<sup>th</sup>

We are to be again in the Normal School and go on with our regular course of lessons. Nat Philosophy was upon Galvanism, rather an abstruse subject. The morning lessons as usual. P. M. There is no Model School today.

Reading was the first exercise. During it Mr P related an anecdote of a minister of this country who was habituated to reading fast, and to correct this, he would at the end of each paragraph of his sermon, *Drill, slower, or not quite slow enough yet, or more slow & slower still.* In this way he corrected the habit.

Mr P says we can imagine these words written

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on the margin when we read, and thus endeavor to correct the fault. Rather too much tautology in the last two sentences.

Orthography and Pathology and ~~and~~ then had a half an hour's recitation after which, Mr P said he should not be with us, but we might meet and pass an hour together, and then close the session. Recitation passed in active exercise.

Session closed 15 minutes before 5.  
Visited by two Ladies.

Study hours observed

Wednesday, April 8<sup>th</sup>

Pleasant but rather cold.

The classes in Arithmetic and Algebra read the results and mode of performing their questions. If I only had the ~~benefit~~<sup>opportunity</sup> of Calcutta's little Kuller developed I should indeed be glad. "Combe's Contribution." Nat Philosophy upon Magnetism. In this recitation Mr P spoke of the ancient supposition, that is, that there was a magnet at the north and south poles of the earth. Capt Parry thought he had really found the pole, as at that place the magnetic needle was attracted to be in a vertical direction.

Mr P remarked at the close of the session, he was pleased with the forenoon proceedings but would suggest if there were not some points of order which deserved more attention. At 11, we were dismissed as Mr P. could not be with us longer.

Evening Hours interrupted.

Thursday, April 9th

Having engaged in the Devotional Exercise, we attended to an explanation from our teacher of Magnetism. The lesson in Arithmetic was a new subject and so seemed the recitation. Allegation is poorly understood by many of the class. Mr P explained the principle. Model School. Mr Peirce heard the first class in reading I was a listener. My labors are not very oppressive this month, indeed they never would be, could the scholars always be as good and orderly as today. A very, very pleasant school.

At three went above and took my seat with the class in Ancient Geography. By most of the class it was only an attempt to recite. Chirography and Punctuation and Moral Philosophy were the other exercises. Our teacher said at the close, the lessons had been pretty well with the two above exceptions.

Friday April 10th

Fine weather. A part of the 5th chapter of John was read. Our teacher remarked upon the 29th verse where it says, "They that have done good shall come forth unto the resurrection of life." If our Saviour had proclaimed only this one truth while on earth, it ~~xxx~~ <sup>would have been</sup> the source of more good, than all the other teachers of all other nations have ever said or written. If this was the only truth we could understand in the Bible, this volume would be of more value to us, than any books that have ever been published or written. It is a lamp to our feet, and a light to our path. It is not the good, the great, the honored, the distinguished, the bigot or enthusiast that are to come forth at the resurrection of life, but the poor, those who have done good. Neither is it those who are acquainted with the Scriptures, and engage in learned controversies, but those who have done good. The question then comes, what is it to do good? This opens a wide field for thought and contemplation. In short, it is loving God, and keeping his commandments.



Mr Pease said the Secretary of the Board of Education handed him several of his reports on the subject of School Houses, and suggested that it would be well for the young ladies to consider the topic. Our teacher said she had enough to furnish each one with a copy.

Mr P. said he had mentioned a case of failure of one of the teachers who graduated from the Barre Normal School. To counterbalance that, I will give an instance of success of one of these teachers. I was told by Mr Carter of Lancaster that during the past winter, one of the Barre teachers had been engaged in a school there. When he first went there the people of the town were very much opposed to him. But after teaching the town of feeling was entirely changed. Much interest was manifested at an examination which was said to have been a grand, grand affair. This successful attempt converted a whole town. Where there are ten Normal teachers in the same town they should convert an adjoining town; if three teachers, a County. Mr Pease closed his remarks by saying he felt very great anxiety for those who first go forth from there. Much depends upon ourselves. The exercises today similar to yesterday. An im-

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provement in those lessons that were deficient on yesterday. The Modelites have not been quite as good as Thursday afternoon.

Saturday, April 11th.

A beautiful morning. The mild breezes are playing around and the little birds are pouring forth their sweet notes. First, the young ladies read selections they had made, which were pretty good though I do not think take them as a whole it was as successful as it is sometimes in 2nd Discussions, question "Is the Model School answering its purpose?" Misses Sparrell and Burdick opened the debate. The question was left for any one to speak that chose, ~~after~~ I think is a good mode of doing, but at the same time every one should feel that she should contribute something. There was some diversity of opinion upon the question. The majority were on the affirmative side. Mr P. said the object of the M.S. as he understood it, was not to furnish the practice which we should have in common district schools, but it will give us some knowledge of the field upon which we are to enter. If you can succeed in teaching 8 scholars.



you will succeed in teaching twice that number.  
Interest is a great thing in this school. If the  
young ladies do not take an interest, all my  
efforts are of no avail.

We read the answers to our questions in Arithmetica  
and then the session closed.

Sunday April 12<sup>th</sup>.

Mr. Wilson preached.

Monday April 13<sup>th</sup>.

School was opened with the usual exercises.

We have attended mostly to reviews today. Philosophy,  
Algebra & Arithmetica in the morning. A continuation  
of the two latter in the afternoon.

Study Hours observed.

Tuesday April 14<sup>th</sup>.

The Misses Pennell left us this morn to return  
to their dear homes, whither which they so often  
have cast many lingering looks. After their  
departure the young ladies assembled in the  
school room, and engaged in the devotional exercises.  
Mr. P. made some remarks, the Journals and Com-  
positions are above par. In <sup>of</sup> the social part of ours.

your connection with each other has been a source  
of happiness. The kind reciprocity of feeling  
manifested, has called into exercise some of the  
best feelings of your nature. The hours of  
friendship here passed are ones that will  
long be remembered; when sorrows no less than  
happiness joy surround you. Our path has been  
somewhat an untried one; we have had to  
feel our own way. To me, the school has been  
pleasant. I part with you today, with my best  
wishes for your happiness during the vacation.  
I feel great interest in <sup>the success of</sup> those who are to leave  
us & take upon them the great responsibility  
of teaching. I cannot express the solicitude I feel  
for you. I cannot but believe you will be successful  
that heaven will bless you.

Much depends upon yourselves; the only true govern-  
ment is that over self; all other instruction will  
only be an aid in securing knowledge.  
I close by saying wherever you go my best wishes  
go with you.

Soon after school began Rev. Mr. Putnam entered  
visited also by Rev. Mr. Muzzey & Rev. Mr. Newell of Cambridge  
Ms. P. devoted a portion of the forenoon in trying

some electrical and galvanic experiments. The classes in Moral Philosophy and Combe's Constitution attended to reviews, after which some of the young ladies read selections and the session closed.

At half past one, we passed into the M. S. to listen to an examination of these scholars. Iude a number of the parents were present, which shows there is an interest felt. The Modelites appeared quite well, or as would be better did very well.

This is the last day we meet for a fortnight and methinks the last one we may all meet together.

How many pleasurable sensations flash upon the mind as we anticipate a vacation.

Friday, May 12.

Our fortnight's vacation has elapsed and we return to our accustomed scene of labor, where we find our teacher & many of our companions, who we have been wont to meet; also some who are as yet strangers. We resume our duties with new vigor & zeal and may be able to make rapid progress so that ere another term comes round that we may be far onward ~~to~~ in the field of science.

There are eight new pupils to enter school, six from this town. After the opening of the school, Mr. P. made some remarks & assigned four lessons for the morrow. He then said the old members of the school could be exercised while he attended to the examination of others, which occupied most of the forenoon.

P. M. The classes in Algebra and Arithmetic were called and exercised.

Saturday May 2nd

Algebra, Arithmetic and Reading from the Scriptures, we attended to, and then engaged in our Discussion, upon the question, "Is it expedient to employ the older pupils in a school to assist the younger?" Miss S. W. Wyman opened the debate on the affirmative side. Miss L. C. Harris on the negative. The majority were in the negative. Mr. P. remarked upon the question. He said it might answer to have the older pupils engage to teach, the younger in some schools, where there was a certain kind of discipline; but in most schools, it would be better to dispense with the pupils assistance. A school should never be so large, but that one teacher can attend to it; or if too

large, there should be an assistant teacher.  
The teachers for the Model School for the coming  
month, are Miss S. A. Stow Superintendent,  
Misses O. C. Sparrell & H. D. Rogers morning teachers,  
Misses E. M. Pennell & S. C. Woodman afternoon.  
This afternoon has been passed in social inter-  
course. Evening. Our Sewing Society met we en-  
gaged in reading one or two chapters from Mrs  
Hamilton's Letters.

Sunday May 3<sup>d</sup>

He thinks <sup>I wish</sup> I could pass this day at home.  
A useless wish indeed.

I attended the Unitarian Church and listened  
to a discourse from Rev Mr Golsom of Providence.  
The text is found in the 11<sup>th</sup> Chapter of Matthew  
28<sup>th</sup>, 29<sup>th</sup> & 30<sup>th</sup> verses.

P. M. Rev Mr Stetson of Medford gave quite an  
interesting sermon. "I go to prepare a place for you."  
That where I am there ye may be also. 14<sup>th</sup> John 2<sup>d</sup> &  
were the words of the text.

Monday, May 4<sup>th</sup>

Mr Peirce said it was not by great power or force,  
by a strong arm or body, that teachers must expect

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to be successful, but by moral suasion. Many  
others remarks were made touching points of  
order, after which we went with our teacher into  
the M. S. to advise the opening, arranging,  
classification of the school, as there have some  
new scholars entered. This time is one of the  
most trying for a teacher, when pupils come in  
from different families, with different books, ages  
& capacities. Most of the forenoon was passed here.  
P. M. I spent the two first hours in the M. S. though  
not in the capacity of superintendent, as Mrs  
Peirce was in. After I went about, the class in  
Moral Philosophy recited.

Tuesday, May 5<sup>th</sup>

The morning hour from seven to eight was devoted  
to study. The first exercise was in Astronomy. 2<sup>nd</sup>  
Geometry. 3<sup>d</sup> Algebra. These are the lessons for the  
morning for <sup>this morning</sup> the first division. Geography Arithmetic  
& Grammar for the other divisions.

P. M. Arithmetic Part. History & Moral Philosophy  
1<sup>st</sup> div. Reading, Orthography, Orthography, & Chirography.  
for 2<sup>nd</sup> div. I have not been in the M. S. today  
as Mrs Peirce is there. Nothing particular to mark  
this day.

Wednesday May 6<sup>th</sup>

This morning it is cloudy and disagreeable though it looks as if we might have pleasant weather by & bye. This I am sure is desirable as we have had a cold storm for two days.

Exercises similar to yesterday morn.

Thursday May 7<sup>th</sup>

Not yet pleasant and mild. Mr Peirce "read for our instruction" the last part of the XI chapter of Luke. He said the office of the Lawyers we read of in those days was to expound the laws of Moses to the people. The Scribes were those who wrote off the laws of Moses onto parchment as this was very costly only a few, the wealthy, could procure it. The Pharisees from the narrowness of their religious views were hypocritical. They numbered in their ranks the most distinguished Lawyers & Statesmen. The Sadducees were one of the principal sects among the Jews; they were rather skeptical in their belief.

We attended to an exercise in Astronomy after which I passed into the M. S. Mrs Peirce had the superintended, today and I was a spectator. Mr Bolson, Mrs Muzzey and daughter

visited both schools. The recitation after I went above was Algebra. Nothing of much note has occurred to write except the M. S. scholars have been quite good.

Friday May 8<sup>th</sup>

The opening and superintending of the school below devolves upon me. This morning May I be as successful in ~~this~~ this station as my predecessors.

The lesson in Astronomy was commenced before I passed into the M. S. The children have done quite well this morn. Attended to an exercise in Algebra after I went above. One hour's intermission and I was in the M. S. again. A good school this afternoon. The classes in Nat History & Moral Philosophy recited; the former lesson I did not attend to. The lesson in M. S. was very well recited and quite interesting upon the subject. Justice as it respects character.

So far this day's <sup>duties</sup> have gone on pretty smoothly and may the remainder be so.

Saturday, May. 9<sup>th</sup>.

Similar weather to that we have had most of the week. We first engaged in reading from the Scriptures before this exercise had closed I passed below. My part was comparatively easy, as Mrs Peirce was present. After I went above the young ladies attended to a lecture upon Mrs Peirce, which was highly entertaining, upon the subject of Botany. Ere another Saturday comes, I hope it will be transcribed on these pages.

Young Ladies,

I have been requested to address you at this time on the subject of Botany, with which request I readily comply, as it is a subject on which I love to talk - and as your contemplated teacher in this branch, there are some ideas that I can better communicate in this than in any other method.

It was the remark of a lady, who well understands this subject, - "I felt when I commenced the study of Botany, that I had never before used my eyes." And this expression is hardly too strong, when we consider the immense difference between those who on the one hand look upon the whole vegetable

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world as a sort of confused assemblage of things beautiful indeed to look upon, but as destitute of system or design as the incalculable figures of the Kaleidoscope and those on the other hand who find in the most insignificant weed trodden under the foot of the unconscious traveller, a plan, a harmony, as fixed and constantly operating, as the laws which hold the earth in its orbit, or guide the erratic course of the comet.

"Not in the distant spheres alone,  
Where countless moons and suns are glowing,  
But, where the valleys flowers are blowing  
Thou art, as in the starry zone."

Yes; God may as truly be seen in the garden of creation, as when "he plants his footsteps on the sea, or ~~sails~~ rides upon the storm": We go long and tedious journeys to behold the stupendous waterfall; wearisomely we climb the mountain precipice; we strain our vision to count the distant stars - while objects as curious, & less understood, vainly solicit our attention.

Take, for instance, a little seed, it may be no bigger than the mustard. What is it? It seems to be a thing of nought but who among the sons of men can make one such little seed?



Who that looks at it can even conjecture the beautiful system wrapped up in its tiny envelope? Take it, examine its structure, what record you there? Will the most powerful magnifier reveal its history? With what characters are they written? And when by the mysterious agency of heat and moisture, the principle of life is evolved, can human prescience tell what form it will put on? And by what secret impress does one part of this seed invariably descend into the earth to form the root, and the other as invariably <sup>rise</sup> ascend above it? And what will be the form & the qualities of that root? Will it be one solid compact bulb, or be divided into innumerable threads? And will it become the excellent food for men, or be tinged with deadly poison? Or what know we of that now rising plant? Can we tell what what a day will bring forth? No: it is a revelation from heaven: and without it we might plant the creeping vine when we wished the shady grove, or the gilded oak instead of the pulpy brier. And now if we examine the internal structure of this plant, what a world of wonder does it reveal? Furnished throughout with a various vascular system, the distinct tubes of which

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hold in microscopic space the various fluids of the plant, as air, water, sap and the peculiar secretions as oils, gums &c possessed also of an inexplicable vital principle, by which inorganic matter is converted into nutrition for animal life and furnishing, by the power of their leaves to inhale and exhale air, a beautiful natural laboratory for the purification of the atmosphere. Then the colors of plants, - by what principles of philosophy are the same materials presented to the eye now in soft and lovely green, then in the cerulean blue, again in spotless white; and yet again in a blaze of splendor surpassing in glory even the array of royal magnificence. It had been fancifully said, that flowers are the alphabet with which angels write: - with more truth, and equal beauty, it might be said they are God's own letters, which, rightly read, reveal to us that ever present spirit, that soul of the universe, without whose agency the obscurest moss puts forth its little life, nor the humblest violet enamels the earth, or perfumes the air.

"Not a tree,  
A plant, a leaf a blossom but contains  
A fobias volume. - We may read and read,



And read again;—and still find something new.  
Something to please and something to instruct,  
Even in the humblest weed.

But it may be asked, Is it necessary to study botany, necessary to examine scientifically the vegetable <sup>kingdom</sup> world, in order to admire its wonders and love its beauties?—Does not the mind which knows nothing of classes and orders, genera and species, have a keen perception of the beautiful as one that has conned the whole vocabulary of technical science?

It is true there may be great florists, that know nothing about Botany; nothing of the anatomy, physiology, or scientific arrangement of plants: as on the other hand, there may be great Botanists who are not florists: who look upon the vegetable world merely as it is arranged under the various technical heads furnished by Linnaeus or some other guide. This may sometimes be true; but not ordinarily.

The lover of the works of nature will love them more and his admiration will be more exalted, when he understands something of the beautiful economy of nature; sees something of those hidden laws that have arranged, formed, colored and set in motion, this world of matter by which we are

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surrounded. Thus if he has looked upon the flowery meadow, or the extended forest with the eye of poetry or devotion, his vision will be quickened to discover new beauties, new relations designs & ends, and he will yet more deeply feel—

These are thy wondrous works, Parent of good.  
And on the other hand, if a person can be found commencing this study without ever having experienced an interest or pleasure in contemplating this lovely garden of creation—if he belongs to that class well characterized by the poet's description of one of them—

"A daisy, by a mountain's rill;

"A mountain daisy was to him;

And it was nothing more—he cannot pursue the study long, before new emotions will be awakened—and if the love of nature have not led to its study, the study will lead to the love. The scales will drop from his eyes, he will begin to read some of those hidden & unseen characters with which the great spirit of the universe has written upon all that meets his senses. And though he discover but little, perhaps just enough to teach him how much

is yet unknown - he will have commenced upon a new life which is to have no end. The world has become to him a new creation in which he hears the voice of God whether walking in the garden at the cool of the day, or reposing under the grateful shade of the forest, from the heat of a meridian sun.

Though the preceding remarks have particular reference to the study of Botany, many of them are equally applicable to other branches of natural science - all of them furnish subjects of deep reflection and exalted admiration.

If in the bowels of the earth we dive  
And draw its treasures forth, if sentient life,  
With all its wondrous adaptations, claim  
Our notice, or the flowery world detain us,  
All, all alike unfold that wondrous plan  
Which at creation's birth the Almighty framed  
And then pronounced it good.

But Botany has peculiar claims to our notice, some of which I propose to mention. And first the very number of objects with which it makes us acquainted. There are about 70 thousand known and described plants; with many of which, either in their original forms, or in their uses and applications to supply

our food, clothing, habitations, fuel or medicine, we come in daily contact. Now if this science did nothing more than enable us to give a name to the various vegetable productions that come under our observation, it would be well worthy of our attention. The first employment of our great progenitor was to give a name to the living creatures that God brought unto him. To have a name then for the objects that surround us, is of some importance - and it seems to be one of the very instincts of our nature; for how continually is the child asking what is this? and what is this? As teachers, then, you may be able to gratify the proper curiosity of children by teaching them to name objects that almost universally they love. And by fixing their attention upon what is proper, you indirectly but surely, draw it from what is low or trivial.

To have a name, a universal name, one that can be understood in all languages is the end and aim of the artificial arrangement into classes, orders &c.

All the known vegetable productions of the land or sea are arranged under 24 separate heads or

classes, which are named not by an English name here, a French one in France and so on, for that would render the botany of one country, quite unintelligible to another; but they have names taken from the dead languages which besides being common to all, are not subject to the changes of the living languages. And though at first they may seem arbitrary and unmeaning terms, a very little examination teaches the contrary. Each of these classes has a name significant of some peculiarity in the stamens of the flowers it includes. In the classification of plants then, you take notice of no parts but the stamens; and according to their number, proportional height, or situation, you fix its place in the artificial arrangement. For instance - you discover that a flower has one stamen; - it then belongs to the 1st. class, Monandria; a compound word signifying one man; or if it have two stamens, it must be put into the 2nd class Diandria, signifying two men; and so on, according to the number of stamens, you prefix to the word andria, the numerals denoting their number; as Triandria, Tetrandria, Pentandria - three, four, five stamens &c &c. Or if you find a flower has two long and four short stamens, it then comes into the class *Betragynia*,

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which signifies the power of four; the greatest number must rule. Or your flower is found to have its stamens united into one parcel; you will find it belongs to the class *Monadelphica* - a word literally meaning one brotherhood; - because they are all joined together. When a scholar has learned their names, and their application to flowers, he is prepared to class any plants that may come under his observation. Occasionally he may be at a loss, but after a little practice it will seldom be the case, and when there is any doubt it will generally arise from the minuteness of the parts, or their concealed situation. This is one step towards arriving at the name of the plant; we have found its class. But each class is subdivided into several orders, and how shall we determine to which a flower belongs? This in all the first thirteen classes is but the work of a moment to learn, as the orders depend solely upon the number of pistils, which will always be found in the centre of the flower, and generally surrounded by the stamens. Thus if the flower under examination is found to have five stamens & one pistil, it belongs to the class *Pentandria*, five stamens, and the order *monogynia*, a word signifying one woman; or should it have two pistils *digynia*, two women; three, *trigynia*.

The orders in the remaining eleven classes depend on other peculiarities which it would take too much time to enumerate, signified however by the name of the order, and learned without much difficulty.

We have now taken another step and learned both the class and the order of the plant; yet we have not yet arrived at its name. We now take our book of descriptions, turn to the class & order where the flower under inspection is placed, and find that the orders are divided into several genera, or family groups, depending upon a resemblance of form or number, or situation of the different parts of the blossom. This, at first, seemingly the most difficult, is generally the easiest part of the arrangement; for after having examined one specimen of a genus or family, the likeness of the others is often so striking as to need little or no examination. The various geraniums for example form a genus, so the roses another, the violets another. This then is the third step, we have placed our flower in its proper class, order & genus, but yet there is another step; for though, as the case may be, we have found it is a geranium, rose, pink or violet, yet we know there are many kinds of geraniums, roses &c. At this stage we must take the whole plant;

root, stem, branches, leaves, and every appendage, and carefully compare them with the descriptions of every species of the genus, as the violet for instance, till we find one agreeing in every particular, and ascertain with certainty what we have, for instance, the violet tricolor, or three colored violet, variously called pansy, ladies delight, heart ease, Mapelean's flower &c. Now all this step, after some practice can be taken in much less time than I have used in describing them: but we must creep before we walk; & at first the process requires considerable time & care, especially as the beginner has to turn repeatedly to his glossary for a definition of the terms used in the descriptions. Strength, however is gained at each process, and if the attempt repeatedly ends in failure, the time will not be lost—some definitions will be remembered, and the next examination will be a little more rapid. It takes too much time however during an ordinary school recitation, to find out many plants in this way, and the pupil must either do it some other time, or be directed by the teacher to the proper place at once. This last method however keeps a scholar always in leading strings: and until he can take an unknown plant, analyze its parts, give it its proper place in the arrangement, and make out its name without a



assistance, he has taken but few efficient steps in the study. Some plants, it must not, however, be forgotten, present difficulties to beginners that are discouraging. I have sometimes had doubts about the identity of a plant with a description for several successive seasons. This should not discourage; what is not learned at the first, second or third trial, may be left for the fourth or fifth. So much to get at the name of a plant. I know of no other ~~end~~ of the artificial classification; as a means of mental discipline, it has its advantages, surpassed, in some respects, by no other study. It is eminently adapted to the cultivation of a habit of careful observation, and discrimination, and a love of neatness, order and arrangement, qualities that will not a little contribute to form a desirable character. If then botany taught us merely the classification, and naming of plants, I think it would be well worth our attention. But its claims to our notice are by no means confined to mere nomenclature. The anatomy and physiology of plants are subjects of much curious investigation. And though little is said on these subjects in the optimes designed for schools, it is a pleasing part of the study, especially as its prosecution is not attended with any

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of those painful or disagreeable operations necessary to an acquaintance with the structure of the animal economy. Sir Wm Jones remarks, with great credit to his benevolence, "Would the figure, instincts and qualities of birds, beasts, insects, reptiles, & fishes be ascertained without giving pain to the objects of our examination, these studies would afford us more solid instruction or more exquisite delight; but I could never learn by what right, or conceive with what feelings, a naturalist can occasion the misery of an innocent bird, and leave its young perhaps to perish, and has not been accurately described; or deprive even a butterfly of its natural enjoyment, because it has the misfortune to be rare or beautiful, nor can ever forget the couplet—

"O! spare you emmet, rich in hoarded grain,  
"He lives with pleasure, and he dies with pain."

This subject suggests too almost innumerable topics of reflection on the adaptation of the different parts of plants to the growth, protection, and perfection, of the seed or fruit, the end of vegetable life to the different situations and climates where they grow, to the wants of the animal-creation, and to the beauty and ornament of this otherwise desolate earth.

Who then would speak of this subject as a trivial one, fit only for children. I pity one who can thus represent it, at very little consideration would suggest to any mind, that whatever the Creator has formed, is worthy of the study of his creatures. Did he so clothe the grass, and adorn the lilies of the field, that we should view them with unconscious gaze of the brute? Can it be that He who so improved his image upon the great Universe of matter that the poet has said "an un-devout astronomer is mad," can He have forgotten, or formed with less skill the humbler works of his hand?

To him there is no high nor low,  
Little or great; perfect in all  
Unerring wisdom guides arcturus way,  
Or opens the tiny blossom to the day,  
The fiery comet in its orbit stays rays  
Or paints the flower cup with sun's bright  
Systems on systems binds by general laws  
Whilst every field flower speaks a great first

Sunday May 10<sup>th</sup>  
Cold and cheerless without. I attended church this morning and listened to Mr Holborn

Monday " " 11<sup>th</sup>  
Mr P. mentioned in connection with the Scriptures the terms kingdom of God, Kingdom of Heaven, Kingdom of Christ, all had the same meaning, though used in different places. The Jews were called Gentiles.

At nine, I went into the school below; the scholars were rather restless most of the time. I never knew before the importance of having good eyes in a school; it seems as if one pair could hardly perform faithfully their business, when there are many to look to. I think the remark very just, that a teacher must have her eyes about her. I have passed but very little time in the N.S. today. The exercises for the first division fixed for today of this week, are Combe's Constitution of Man, Mental Philosophy, Brugham's Mental Excitement and Trigonometry in the forenoon; Grammar, Ancient Geography Pictorial & Political Economy in the afternoon. After tea, Miss Spiller and myself took the square formed by a lane extending from Bedford to Bushington roads; the former road, passing up the west side



of the Normal House; the other on the east side. We had a fine walk, it was so mild and peaceful around. The shades of evening had begun to throw themselves around ere we reached the N. H. When I entered, to my pleasure I found a letter with a book from that dear spot, sweeter than all the rest to me. Oh! Home.

Tuesday . . . 12<sup>th</sup>

A lovely morning. Entered school at eight and listened to the portion of Scripture read which ~~was~~ <sup>is</sup> contained in the 18<sup>th</sup> chap. of Luke. Mr. P. said we should readily see the force of the allusion expression in the 35<sup>th</sup> verse if we understood the allusion. 35<sup>th</sup> verse "Let your loins be girded about." The Eastern nations wore loose flowing robes, which were not proper to labor in, without confining them by means of a belt. Thems & Journals hunted back this morn. Our teacher remarked there was not so great a variety in the latter as sometimes. You can have considerable variety if you will avail yourself of all your resources. There <sup>are</sup> some whose lives have not been eventful, but have continued to keep a diary for 40 or 50 years. If you wish to have an interesting journal you must make an effort to have it so; otherwise it will be worth little. Light come, light go. What costs little is worth little. In another connection Mr. P. said that we could learn from each other as some had qualities which

others had not. There is a variety of gifts, some are superior to others in one thing, some in another. Applied this to reading. Some read <sup>slow</sup> ~~fast~~ others speak very distinctly &c. I have passed most of the school hours in the M. S. Not been able to join in the exercises alone. This day has been rather pleasant than otherwise, children did not behave as well as I could have wished.

Wednesday . . . 13<sup>th</sup>

I arose at an earlier hour than usual and took a walk. How beautiful is a morning in Spring, when the air is filled with the fragrance of the blossoms which are ever wafting their sweet perfume. Misses Stoddard & Damon visited us this morning it would have seemed quite like past days had they seated themselves in the ~~the~~ <sup>these</sup> old seats, but as it was they looked more like strangers than school mates. The first class read selections, which were quite good. Mental Philosophy and Botany were attended to. This exercise in Botany is the first we have had this season; it is very interesting. I ~~did not~~ <sup>did not</sup> pass but a part of the forenoon in the M. S. as Mrs. P. was there. P. M. has been passed in writing. Before evening went up on Concord Hill. It was fine indeed.

Thursday . . . 14<sup>th</sup>.

How lovely to behold the face of nature once more clothed as she is in her richest garb. It seems almost when we cast our eye out upon the landscape before us, as if this little organ could not be satisfied, but <sup>the</sup> fawn would stay all the day did not conscience bid it withdraw to other scenes. A part of the 12<sup>th</sup> chap of Luke was read for our instruction. Remarks were made upon our studies. Mr. P. says all the knowledge of all branches is important to a teacher, as it will lead them to have a better fund of information, which they can draw from to explain to pupils. Nothing particular has fallen under my observation today in either schools. The Modelites have done better than they did Tuesday.

Friday . . . 15<sup>th</sup>.

"Ye shall all likewise perish" Our teacher says this does not mean that all will perish in the same manner; but that all will at some time perish. The exercise in Mental Philosophy was attended to before I passed below. The subject was Spectral Illusions. Mr. P. mentioned two or three cases which were instances of this disease. A gentleman and three ladies came into the M.S. a few minutes this afternoon. I fear they did not form so good an opinion of the school as they would at sometimes. At least they would not if they took the class that was out performing, as a sample.

There was quite a shower at the usual hour for dismissing so I continued the session somewhat longer. Passed above & attended to a lesson in Grammar. ~~As I had not~~ Exercises closed at 5 o'clock. The appearance of all around us the sun was setting tonight was truly grand. This scene must be left for those to portray, who have been gifted with ideality more profusely than I have been.

Saturday . . . 16<sup>th</sup>.

School opened by Reading from the Scriptures, Singing, and Prayer. Our teacher made remarks upon various topics. It is my object in my intercourse with you to cultivate a system of order & <sup>method</sup> system. Success as a teacher depends in a great degree upon order in small matters. When I go into a school where order reigns I feel as if all was well. But if I go into a school where the contrary aspect presents itself, I do not feel assured that there all will be ~~considered~~ right. I feel much interest in your discussions; if there is failure in a school it may often be attributed to the want of language. Mr. P. then called our attention to a lecture upon

Composition

I owe it to you who have <sup>intend</sup> to explain the design of my lectures. They are to learn you, the best mode of teaching. Spoke of the object of the school; the expectations

of its friends. The topics of the previous lectures that have been given were enumerated. I have relied upon these lectures as one means of accomplishing what is to be learnt here, but not so much upon these, as upon my common every day conversations. If these familiar lectures do no other good, they may serve to present in a more connected train, your views upon subjects relating to teaching.

Composition, I define so far as distinct from Rhetoric, to be the art of writing thoughts, clothing ideas in appropriate language, and arranging sentiments in connected sentences. This is an important branch and might be commenced at an earlier age & continued longer than it usually is. It may be done orally by quite young children. I cannot go into an essay upon the subject of Rhetoric, for that would fill a volume. Composition is likely to become a branch in all our schools. And does it not behove teachers to acquaint themselves with it.

I believe Composition is regarded with universal dread.

Children have been obliged to write upon subjects which are dry & abstruse & <sup>that</sup> do not interest them. No wonder that their eye was suffused with tears, when this topic was mentioned. Composition ought to be regarded as a holiday.

It ought to be welcomed, as would the meeting of a dear friend. No wonder that it was looked upon with dread & worse

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than Pharaoh's command to the Israelites, to build brick without straw. There are many advantages resulting from this exercise. 1<sup>st</sup> It teaches that elegant, and beautiful branch, Chirography. 2<sup>nd</sup> It is one of the readiest means of learning the art of Spelling. 3<sup>rd</sup> It will assist in enlarging your vocabulary. 4<sup>th</sup> It aids in giving definiteness and precision to your ideas. It has been quaintly said, that we do not know that we certainly know a thing till we come to express our ideas. 5<sup>th</sup> It induces habits of system and order. The interest with which <sup>you</sup> listen to two speakers, who both have equal knowledge and talents, depends upon the manner in which they set forth their ideas.

Two things are necessary to write Composition 1<sup>st</sup> Ideas 2<sup>nd</sup> Words. Both of these are indispensable. A great error has been with children, <sup>in</sup> attempting to write upon subjects that they do not have any thoughts upon. When they begin, the subject will be the attributes of God, his omnipresence either upon earth, stripes; or on the other hand Distinct <sup>or</sup> contentment.

The subject at first should be different; something on which the child has some knowledge, some scene or event they may have <sup>witnessed</sup> seen or read. It may be the thoughts of some one they have listened to; but these ideas clothed in their own language. Then let them pass to subjects more difficult as Spring, Hope. Composition is of two kinds simple and complex. Simple where

the subject is but a single word as Knowledge, Contentment. Complex when it includes a proposition as "Friendship is the wine of human life." When you have chosen a subject stick to it, but do not be too long in selecting a subject. Some spend as much time in this way as it would take to write the piece. It induces bad habits on the mind to be changing from one topic to another. Endeavor to have good sound sense, with sentences well arranged, rather than high sounding words. When you write whether it be of a high or low character set be your own composition. Before you put pen to paper form some plan or method that you will pursue. Even if you are writing a familiar epistle, it is well to have some system. Suppose an artist should attempt to construct a palace without a plan. He would be likely to omit some parts, & give undue predominance to others. And would at last find that instead of a magnificent palace as he intended he had constructed a misshapely pile of ruins. Here the lecture closed, to be taken up at some future time.

The exercises this forenoon have been in Geography Abbott's Teacher & Bomber's Constitution. The young ladies read the pieces they had written upon this question "Is a Representative bound to obey the will of his constituents?" Bless in Botany met.

Evening our Reading Circle met; had the pleasure of Mr & Mrs. Peirce's & Miss A. Locke's company.

Hours that are set apart for study have not always been observed without communication.

Sunday " " " 17<sup>th</sup>

Great the change that has come over the scene since last Sunday. I should think this might be called the White Sunday. Rev. Mr. Morse of Concord filled the desk at the Unitarian Church. Matt 3. 2. Repent ye, for the kingdom of Heaven is at hand.

He spoke of the motive from which deeds were performed. says he, one may do an act which will lead him to gain the applause and approbation of society but look at the motive that was selfish; so we are to look at the motive ere we applaud or condemn.

P. M. Text found in Matt 7. 7. "Seek & ye shall find." The discourse was upon the importance of zeal & resolution <sup>in all our</sup> ~~our~~ undertakings. These sermons have been highly interesting and instructive.

Monday " " " 18<sup>th</sup>

The weather is extremely warm this morning.

Mr P. remarked after reading in the Scriptures, that the mustard referred to ~~there~~ was much larger than that which we have now in this country. It is said to be so large that men clambered among its branches.

Our teacher spoke of the discourse that some of us listened to yesterday. It is confidence in our spiritual nature that we need. It is but few that know how much they

really do know. Be slow to think a thing is impossible. We are too ready to excuse ourselves on the ground "I cannot." Miss Swain of Monticet an intimate friend of Miss C. B. entered school soon after we had assembled. This was unexpected to Miss B. but then she had all the pleasure at one time which would result from an anticipation and the reality. Imperfect expression. We had a short recess; after which the class in Astronomy was called. During this recitation Mr & Mrs Barney & Mrs Peirce came in. Before we finished the lesson in A—, nine o'clock came and I went below. The latter part of the forenoon the visitors that were in the N. S. came into the N. S. The scholars have been rather uneasy, though there is some allowance to be made, the heat. The session in the Normal School closed at half past eleven & commenced at one. Mr P. said Mr Worcester author of the Dictionary & Geography came to the school this morning a few moments to inquire about it. He is a worthy man, and a call from such a worthy specimen of humanity, should not be overlooked. The thermometer has been to 80 degrees in the shade.

Tuesday. . . . 18<sup>th</sup>

An hour and half devoted to study.

Many shall seek to enter in but shall not be able. One of the passages read this morning. Mr P. says

there are two interpretations of this. One is, that those who earnestly endeavor to obtain entrance will not.

The other is that some will seek at a future time when it is too late.

Journals returned; there is more variety, than usual and better success this time than usual. There are some things yet that need your attention. Mr P. spoke of having some regular, specified time set apart & observed as study hours. He thinks a portion of the evening should be devoted to school duties. Have some system. You not only owe it to yourselves, but in some degree to the institution.

Called school at nine. Having called the school to order & read a short portion of Scripture & given a general lesson, I called the classes in arithmetic. I heard the third class; it is quite an interesting one. Some seem engaged in this study. so I hope they will make a little progress. I was very glad to see an old school mate.

Miss C. A. Rogers. She came into the N. S. also her uncle Mr Walker. They left soon after the session commenced in the afternoon. Mrs Peirce came into the N. S.; she gave me some ideas in regard to the school. ~~How many things need attention in schools~~  
~~The chief instruction of the teacher who does not neglect~~



When I went above, the class in Moral Philosophy were engaged in recitation.

Wednesday " " 20<sup>th</sup>

I arose before 1/2 past four, and took a walk with Miss Spiller; we returned in season to keep an hour and quarter, study hours before breakfast.

School opened with devotional exercises. Mr. P. spoke again of the Experimental School, cannot more be done on the part of those who go in as visitors. It would be well for you to become acquainted with the books used, & the manner of teaching, so that you will be enabled better to go on, when you fill the place of teachers. More variety would be better to practice in Reading & Spelling. Do not always have the same routine.

The young ladies first read selections. I attended to Astronomy. 3<sup>d</sup> Recess 4<sup>th</sup>. Those who did not read their views upon the question we had for consideration on Saturday, read today. In this connection Mr. P. made some remarks. 5<sup>th</sup> Class in Botany passed below. Session closed little past 12.

Thursday " " 21<sup>st</sup>

Mr. P. read this morning a part of the 14<sup>th</sup> chapter of Luke 10<sup>th</sup> verse commented upon. An Oriental traveller attended a feast where this ceremony was gone through with;

he took the lowest seat & was invited up higher. Attended partly to the recitation in astronomy before nine o'clock. P. M. when I went above, the class were engaged in Moral Philosophy. They discussed the question a rather considered of the question whether it was right to make a person's character known, if it was vice, provided the fact was known to one or two persons and the offender was a candidate for some public office. It was thought it should be if it was found to affect society.

Friday " " 22<sup>nd</sup>

There has nothing occurred this morning worthy of particular notice. The lesson in Moral Philosophy was upon Piracy. Our discussion was quite interesting; or in other words the conversation upon some questions connected with Morals was interesting.

After tea Misses Harris & O'Connor & myself took a walk up Concord Road. We found every thing so lovely around us we could not but be allured onward, stopping over and over, to admire, to gaze upon some beautiful landscape that presented itself to view; or perhaps we spied a flower growing in all its modesty in some sequestered spot these we would stop to pluck, or examine as they were, in their native element. I was informed that we could reach home by going some farther, and so not return



the same way we went, so we walked on in a very pleasant  
by road and finally came out on the road that passes  
the west side of the Normal House.

Evening. One hour devoted to study.

Saturday " " " 23<sup>d</sup>.

Before school commenced this morn our attention was  
diverted as we heard the sound of music. We listened  
and heard the words "Hail Columbia happy land"  
Truly could it be said this music hath charms. The notes  
of these words with the spot from whence these words sweet  
strain proceeded was sufficient to fill the soul with  
admiration.

Entered school at eight. Having engaged in Reading  
from the Scriptures Singing & Prayer Mr. P. called our attention  
to a few remarks upon various matters. He first expressed his  
satisfaction at the proceedings of the past week. Generally  
pleased with the aspect of it. But I wish, sometimes <sup>to</sup> ~~the~~  
inquire of yourselves if you have done all you can, if more  
may not be done in studying the views of authors, to get  
a more full & complete command of the opinions of those  
writers who you study. Many points were adverted to, relating  
to order, study hours, and other things connected with the school.  
Mr. P. then observed, he expected company next week but  
do not let it disconsist you. I expect you will have an

address from the Secretary of the Board of Education  
tomorrow evening.

Continuation of the lecture upon composition  
The first thing to secure when we are going to write is  
a subject. But let it be one on which you have thoughts,  
ideas, and if possible something with which you are familiar.  
It is as impossible for you to write on a subject that you do  
not have ideas, ~~as~~ as for you to rise and talk fluently,  
upon a topic on which you have nothing to say. This is in  
my apprehension a wrong way. It is sure <sup>often</sup> render Compo-  
sition a dull, dry, uninteresting affair. Be contented to write  
your own thoughts be they ever so poor you will have the  
advantage of being original, independent. Have a plan.  
often bring it to mind. Look at it over & over again, before you  
put pen to paper, as in the solution of a question in Algebra  
or arithmetic, see the connection of all the parts before you  
take the first step. Have a plan in your most familiar style. <sup>written</sup>  
It is not necessary to write firstly & secondly and so.  
If a young lady that is at school writes home, she has to  
adopt something of this form. First speaks of self, then of com-  
panions. 3<sup>d</sup> of school, and closes by kind wishes, and grateful  
reciprocities to friends & acquaintances. <sup>He</sup> would begin with  
school & then go on. Form a skeleton before beginning. If one  
is going to lay out a garden <sup>he will</sup> find the beauty depends upon  
the right arrangement of the great features. The beauty of an

edifice depends upon the perfection of the plan. Bring your plan as near perfection as possible. Let the different parts run easily into each other. When your plan is adopted and matured upon with it. Say what you have to say, in as clear and good a manner as possible. Advice for writing is as good as speaking. The President of one of our Colleges, said to some of the students as they were about to graduate. You will be called upon to fill various stations, never speak unless you have something to say, and be sure and leave off when you are done. It has been asked if it is well to read books upon the subject that you are to write.

Aids & helps will not injure those, who are earnestly striving to help themselves. It is well to read upon the subjects that you do not write immediately after reading. It is well to lay the composition aside for a few days or hours & then take it. In this way you may often find occasion to modify or alter a whole sentence. The productions of olden times were written, and then revised & re-revised. Lucian as a historian made his work nine times before presenting it to the public. View it first to see if it is good sense, and then see if there are good complete sentences. There is one great fault of making the sentence long, by <sup>using</sup> connectives & prepositions. The smoothness, beauty and sense depends in no small degree upon the location of the connectives & qualifiers. The Romans understood liberty, at least as well as we. Here the sense depends upon the

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situation of the phrase at least. Other examples to illustrate the same point. As a further aid in acquiring this art of writing, be in the habit of giving abstracts of lectures, speeches, of history, sermons. The most difficult part is given you in these, you are only to clothe the ideas. Write often. in no case can we better apply the old adage, practise makes perfect, than in this. In all cases repetition begets facility. In all manufactures & the arts, what we do well we do easily. Some thing should be done every day by way of composition. Read good authors and take notice how they arrange & classify their thoughts. Many read books only for the sake of the ideas, sentiments they convey. Let not your reading be confined to one kind, many have a particular preference for poetry or histories, indolence & descriptive. I will now say a word as to the time of teaching. Some think it should be deferred to a late period. I do not, it may be begun at an early age, if managed judiciously. Read interesting stories to your scholars, they will in this way gain ideas, which may be of service to them. Give scholars a word to apply to form a sentence & use it, as scholar, industrious. After this mode has been practised some time give them sentences where words are omitted, and let them fill them up. After this, give them words to define as brittle, transparent &c. Then let them point out the difference between words as import & export, mental & corporal.

birds & beasts, let them describe a person or an object they may have seen, a monument, a conflagration... Give them something to <sup>write</sup> ~~read~~ all the different ways they can think. 7<sup>th</sup> Read simple stories to them, as Washington and his hatchet.

Finally, give them subjects; when writing talk to them, cheer them when they upward & onward. When you correct, do it with a gentle hand. "Greater need to see a report of letters."

We then all read from Abbott's Teacher. Mr P. asked some questions in connection with it. Engaged in the discussion of the question, "Is the practice of hearing scholars of nearly the same standing in small divisions a good one?" Mr. M. & P. Rogers opened the debate on the negative, Miss L. & A. Stone on the affirmative. A majority were in the negative.

Study Hours have not always been observed without communication. These ~~times~~ will be strictly observed -

Sunday . . . 24<sup>th</sup>.

A fine day. I have listened to Mr. Moore today. An excellent discourse was preached from the following text. "Without holiness no man can see the Lord." The afternoon session was upon faith; it was very interesting.

This evening the young ladies have been to the Baptist Church, to hear an address from Hon. Horace Mann, Secretary of the Board of Education. The subject was upon administering corporal punishment. It was highly en-

tertaining and instructive, especially to us who are intending to teach.

Monday . . . 25<sup>th</sup>.

Study hour observed. A part of the 14<sup>th</sup> chap of Luke was read for our instruction. The 3<sup>d</sup> & 5<sup>th</sup> verses were remarked upon. In ancient times they used salt, in those countries where salt pits are found, to mend their high ways with. If the salt had lost its savor, it was cast out; in this sense, it refers to high ways.

Soon after the devotional exercises were closed Mr. Mann and Mr. Smelling entered. Mr. P. made some remarks upon the M. S. When in this school young ladies, you must feel interest enough in it to devote your attention to it. Some I have feared overlooked this. Unless you can feel an interest, it is better not to go in. The success of this school is essential to the improvement, and also essential to carry out the design of the institutions. The 2<sup>nd</sup> class in Arithmetic then engaged in their exercise. At nine I went into the school below. The scholars are some of them rather disorderly. Mr. Mann and Mr. Smelling came in the latter part of the session. The latter gentlemen appeared somewhat engaged, in looking at the craniums of the Modelites. As he is a Physiologist I should like to know what his opinion is, upon these subjects.

heads, as less than those of the N.S. As the school had attended to nearly all these regular exercises for the forenoon, the first class was called to read.

Went about only for a few moments, as it was nearly 12. The gentlemen left at the close of the session and to return again in the afternoon.

Mr. Pierce spoke to the teachers of the M.S. after school. He thought we might do with less talking, where there is a great deal of talking there is noise. I hope I am not always to have a noisy school, if so, I should hope wish that my days to engage in teaching might be few. After tea, I, in company with two others of the sisterhood took a ramble; we found some very pretty flowers on our way. Study Hours had commenced before we returned. An hour was devoted to study, though it was at intervals.

Tuesday " " " 26th.

Our teacher introduced to the school Mr. Shaw of Bridgewater, a gentleman to whom we are indebted for so favorable a report to the Legislature last winter in our behalf, ~~and~~ on a subject which lays nearest our hearts.

Mr. P. says he is going to remark upon various matters and things: 1<sup>st</sup> Opening School. I wish all to engage think all should engage in these exercises. I would ask if all is done that might be <sup>be</sup> cannot more <sup>be</sup> done towards securing attention in

the study hours out of school. There is a faulty pronunciation in this and in the Model School, that of giving the vowels too flat and long sound. Instance, the word skill is pronounced as though it was spelled "keel." I do not think the recess is spent as well as it may be. Do not attempt to study and converse at the same time. You cannot serve two masters. Most need to concentrate their powers like the focus to a burning glass. There is considerable variety in the Journal this week, among those who have the same power. A portion of them are very good. As to matters I would be well to write down the new ideas you get from Mental Philosophy, Arithmetic or any other branch; this will serve to impress them upon your minds.

Model School. Do something by books instead of words. In regard to keeping pleased you must try to awaken an interest and make them think that it is a part of the good scholar so to do. It would take 30 years to tell how you are to excite an interest. pull first on this string, then on that. He closed by adverting to unfinished journals. In this thing as in many others it depends upon the power of habit. The lesson we have today in Mental Philosophy is one that we can take home to us, immediately put in practice. The qualifications necessary to obtain a well-regulated mind. Think steadily, intently upon one subject

only at a time —

Mr Shaw and another gentleman whose name is unknown visited the M. S. M. P. announced to the scholars that there would be no more school until Thursday. This intelligence seemed quite congenial to the feelings of some. We also have a vacation until Thursday. Our teacher proposed taking the before mentioned excursion to West Cambridge, this afternoon. Accordingly at two P. M. we were apprized 12 of us, in company with Mr Peirce were seated with a part inside & a part outside of a stage on our way towards W. C. Our ride was very pleasant there. Occasionally the young ladies would join in singing; this added to the variety.

We stopped in W. C. and ascended an eminence from which we had a delightful prospect of not only this, but many of the adjoining towns viz. Melrose, Brighton, Boston, Charlestown, Cambridge, Boston, Roxbury, Dorchester. We enjoyed this scenery some minutes, Mr P. said would you like to go to Waltham or Mount Auburn, <sup>now</sup> the latter was preferred. We again sealed ourselves, and were on our way to this "beautiful spot." The scenery around us was too beautiful to be described by me. We soon found ourselves at Mount Auburn, for time glides quickly when there are so many objects of attention. We walked around the grounds, stopping ever and anon to gaze upon some stately pillar

Here I saw a monument erected to the memory of Miss Hannah Adams. I looked upon it with much satisfaction.

After about two hours, we left for Lexington. Mr P. saw us seated in the stage and then took his leave of us to go into Boston. We reached home in safety. The pleasure of this day will furnish many a "topic for thought in many a lonely hour."

Wednesday, . . . 27<sup>th</sup>.

The weather is very warm today. Passed most of the forenoon in writing. Some of the afternoon devoted to reading. After tea went in and made a social call upon the Messrs Merriam.

Thursday, . . . 28<sup>th</sup>.

Assembled in the school <sup>room</sup> at eight; we meet our teacher and all our number, but Miss Woodman who I understand is quite ill. Having engaged in the opening exercises for the school, the class in Arithmetic was called. Passed the forenoon as usual. I never knew what it was to teach school till now; there is nothing like the school of experience. "One never knows, I do believe, till they put their own hands to the plough." The scholars are somewhat affected by the heat, which makes them rather disordered, or rather restless. Both schools visited this afternoon by Mr Brooks a teacher from Salem. Normal School visited by M





much interested in the success of the school. In regard to exercise he spoke particularly. The young ladies ought to exercise daily. Every person ought to exercise till they sweat. If there is an neglect of exercise there is a violation done to physical system. The very healthy influence of ablutions he adverted to. Mr P says our means for exercise & taking ablutions, are not as good as could be wished; but then you can use the means as far as they are in your power. When we are suffering on <sup>the</sup> beds of sickness; think at whose door the evil lies. In schools & in this the notice of the bell should be promptly obeyed. So with study hours. I have observed sometimes after the bell is struck some little disorder. I would ask the young ladies if it is not so. Are the morning lessons prepared before coming into school? Persistence is necessary. Went in the A. S. & took the charge of it till Mrs Pierce came. She has procured some books for a library with which the Modelites feel quite pleased. The class in Botany met.

Study hours generally observed.  
Our Reading Society met this evening. Only the boarders in the Normal House attended. We commenced reading the life of John Stark found in Sparks American Biography.

Sunday, May 31<sup>st</sup>

~~Went to~~ rather warm and pleasant. I went to church this morning but was obliged to leave before the services were through. I have violated one of my physical laws. I supped. — Afternoon attended the funeral of Mr. Dodge which was from the Baptist Church. The house was very much crowded. — The services were commenced by singing. A prayer was then offered by — The sermon was delivered by Rev. Mr. Medbury of Waterstown. The text was, "Precious in the sight of the Lord, is the death of his saints", 116 Psalm. 15 verse. Rev. Mr. Parker of Cambridge addressed the people, after the sermon. After the exercises were concluded a procession formed of the friends & the members of the church & the citizens of the town, and followed the remains of one near & dear to them to the silent grave.

Not quite an hour devoted to study.

Monday June 1<sup>st</sup>

Summer has really come. This is the morning for our celebration, which was talked about some time since. We did not rise as soon as we intended, therefore we were delayed reaching Normal Hill by quarter before six, the hour we appointed. Our company consisted of most of the Normal

Scholars, and those in this town who have been scholars.  
 Before we reached the Hill we met Mr Peirse returning.  
 He said he went before six. So much for <sup>our</sup> procrastination.  
 Our teacher went back with us quite a pleasure to all.  
 Ascended the hill and attended to crowning of our Queen, <sup>which Miss E. M. Pennell</sup> ~~which~~ was accompanied by singing "All rosy crown we twine for thee." Flora's richest treasures." After the ceremonies were over, we returned home. Soon after went into school and engaged in school duties. One month of this term has passed. It seems sometimes as if it could hardly be so long: but time flies quickly when one is pleasantly occupied. Astronomy was the first exercise. I went into the Model School a short time this morning. Miss S. W. Pyman has taken the office of Superintendent. Misses A. Locke & M. O'Connor morning teachers. Misses R. M. Pennell & M. A. Davis afternoon teachers.  
 Normal School: after recess the class in Algebra was called. Exercise not performed well by one.  
 The after part of the day we engaged in a recitation in Arithmetic, Nat History & Moral Philosophy.  
 Nat History was an interesting account of animals, as the elephant, and dog. Moral Philosophy was upon "Veracity as respects the future." Time did not allow us to finish the lesson a have much conversation upon it.  
 Study Hour not without interruption.

Tuesday, June 2<sup>nd</sup>

After opening the school Mr P devoted some minutes to remarks. 1<sup>st</sup> Little <sup>more</sup> attention to the library; if the books are not returned at the proper time, they will be apt to be mislaid & lost. 2<sup>nd</sup> Journals better than usual. You seem to have availed yourselves of the suggestions in regard to variety - carry it out still farther. Style of composition is improved. More attention to Orthography and Punctuation. Engaged in Astronomy, Geometry and Algebra, these recitations were an improvement upon yesterday's. M.  
 At noon we received a letter from our dear friend, Miss Deen which we read with much interest. I am quite glad she thinks of coming out to see us soon. There were a number of M. who wanted the letter; so as to settle it, we "drew lots" as it is called. Miss C. C. Sparrell drew the longest so of course she claimed it.  
 P. M. The same exercises as yesterday. One Moral Philosophy was a continuation of the subject, we were upon at the last recitation. Mr P. put some questions to the class relating to the effect of fulfilling contracts. One was, if a person says to another person, I will give you three dollars if you will do thus & so: but the person intended to say three shillings; now was he bound to pay the \$ 3.00? It was decided that according to equity, he should have paid the

so largest amount: but according to Paley's rule only the smallest. Dr. P's rule is "that a promise is binding in the sense in which the promiser supposed the promisee to receive it." Our teacher then gave an anecdote of Alexander the Great. At the time he was filling the world with his conquests, he went to Jerusalem. The high priest went out to meet him. Alexander refused to grant any request which the priest should ask, but would not see him. The high priest hearing this sent word to him to destroy the city. Was Alexander bound to live up to his declaration? Some diversity of opinion upon it.

Several other questions were put which rendered the lesson highly interesting. Mr. Wellington has been in to visit the school this afternoon. Had or rather took a pleasant ramble after flowers when school was over.

Study Hours strictly observed.

Wednesday, June 3<sup>d</sup>.

A part of the 17<sup>th</sup> chap of Luke was read. The 4<sup>th</sup> verse remarked upon. It does not follow that we are only to forgive seven times, but eight <sup>times</sup> and more if need be. One thing Mr. P. said he forgot to mention yesterday in connection with our journals. That was, the interruption of study hours. There is some allowance to be made

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as last week was rather a broken week. I hope it will not be so the present week. Recess should terminate at the ringing of the bell—leave off in the midst of a sentence or even a word. I know very well that you will be tempted to say just two or three words more, but this must not be yielded to.

Some remarks made upon <sup>the experiments in</sup> Abbott's Teacher. He first speaks of interest if the teacher is not interested he will not find it easy to engage his pupils; and if they are not engaged, the school will not produce much good. Abbott has devoted a large chapter to order, this is highly necessary to success. The one who begins without a plan, begins under great disadvantage. Do every thing at its time, & but one thing at a time. Have all pupils engaged in study hours and have frequent recesses. I Mr. P. says he has followed all the modes that Abbott mentions, but finds none better than the last stated.

Engaged in reading from the Teacher, after that, attended to Grammar. — Recess— Devoted a few minutes to Writing and then passed below to recite in Botany. <sup>We</sup> examined several flowers and found how to classify them. Morning & Evening Hours devoted to study.

Thursday June 4<sup>th</sup>

The portion of Scripture read, was a part of the 17<sup>th</sup> chap. of Luke. It was remarked that we often found the same persons spoken of, under different names. This, the cause of error. Persons sometimes have different names as we see in the Old Testament Noah: in the New — Noe. This change, <sup>being</sup> owing to the translation into different languages.

Geometry was the first exercise, which was quite well performed by most. Astronomy and Algebra the forenoon recitations. In connection with Astronomy, Mr. P. observed, that Arcturus was one of the first constellations discovered by the ancients. It is spoken of in the book of Job.

P. M. Arithmetic first. Nat History treated of the covering and migration of animals. Moral Philosophy was upon Oaths. Our teacher expressed his views upon the efficacy of oaths. A truly conscientious man will not need to resort to oaths to testify the truth. For a regard to veracity prevades his heart. They <sup>will</sup> be of little use to the habitual liar; for to him the true, and the false, are nearly the same. Our Saviour says, Swear not at all, neither by Heaven: for it is God's throne: neither by the earth; for it is his footstool: neither by Jerusalem; for it is the city of the great King: Neither shalt thou swear by thy head;

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because thou canst not make one hair white or black; But let your communication, be Yea, yea; Nay, nay; for whatsoever is more than these, cometh of evil.

These words are strongly against oaths. — Our teacher remarked till the close of school, that there had been a satisfaction in the lessons, and almost entire in regard to conduct. I would rather of the two, have had the almost on the other side. Hours observed.

Friday June 5<sup>th</sup>

The 17<sup>th</sup> chap of Luke was read. remarks on the 37<sup>th</sup> verse. "Wheresoever the body is, thither will the eagles be gathered together." Mr. Purce said there was two allusions <sup>was</sup> in this verse. 1<sup>st</sup> to the birds of prey 2<sup>d</sup> the city of Jerusalem was the body, and the eagle, which was the signal of the Roman Standard, was the <sup>apparance</sup> prey to come upon the city, which took place about forty years after the Prophecy. — Astronomy was the morning lesson. Geometry and Algebra forenoon. Oh! the blackboard in the Geometry class. No, not for the class but one of the class. — I hope ere another week, I may have performed all the questions in Algebra, <sup>as</sup> which are in <sup>the</sup> ~~the~~ <sup>scope of</sup> the area. It is much pleaster for the class to be together. P. M. A good recitation in Moral

Philosophy, a continuation of the subject of oaths.  
How beautiful every thing is in the external world.  
Nature seems to be refreshed by these gentle rains, is  
"arrayed in her richest robes."

There was no communication by word of mouth.

Saturday, June 6<sup>th</sup>

The parable of the importunate widow was read, and commented upon. Illustrations are introduced into Scripture for explanation not for approbation. Some object to the Scriptures on account of the comparisons introduced. The parable of the unjust judge. We are to learn from this parable that perseverance is the way.

Our teacher remarked this was the day to look back and take a retrospective view. The mariner can better decide the course he is sailing by casting an eye back upon what he has been over than in any other way. So also the Christian casts a retrospective view upon his former course, and determines the path he is pursuing.

Points of order were spoken of. A more reasonable return to the school room after recess. It would add very much to my happiness if there was more strict observance of study hours. If there is communication in school when I am present I have no reason to doubt but there would

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be in my absence. I am assured that this state of things is not right, and if it is not right it is wrong. I am also sure that there cannot be a good school without this observance, and I wish a practical exhibition of it. Now my pupils grant me satisfaction on this point. Not very much to our credit <sup>perhaps</sup> but so often reminded of this subject. But I hope there will be an amendment before another Saturday.

Mr Peirce said he had prepared a lecture but since he composed it he fell in with a piece upon Modes of instruction. This is a subject which concerns all of us here. Some here may be called to teach before another Summer comes round. Very much depends upon the qualifications of those who first go out from us. I met Mr Dought a short time since, among other things he spoke particularly on this <sup>subject</sup> point. The success of this institution rests very much upon the first impressions made by those who first leave here. The piece referred to, was taken from the Connecticut Common School Journal edited by Mr Barnard Secretary of the Board of Education of that State. Here the fact was mentioned that for want of patronage this journal could not be sustained, and the same was feared, would be the fate of the Journal of this State. People are ready to subscribe for papers, fictitious works, and perchance a showman comes along



they are willing to give 25 or 50 cts which would be something of a sum towards a library. But if anything that relates to the honesty, sobriety, intelligence, virtue, uprightness & temperance of society is proposed there is great indifference. Mr P read that the teacher must be actuated by benevolent feelings, and enlarged upon it. Who could not go into <sup>among</sup> a little group of children where all were lovely, with smiling faces, and clean apparel, dressed well, and all had been well trained. Who could not succeed with such children as these? But go in where the children are filthy, ragged and whose moral character is sunk in the lowest depths of sin, with the powers of conscience blunted go in here with benevolent feelings & raise these up, is much more angelic than to go in among <sup>the</sup> others. After Mr P had <sup>finished</sup> ~~read~~ this piece, he said he had not read anything for months, and for years that contained so much good sound sense as this extract.

Three queries were laid upon the table. 1<sup>st</sup> Mr Peirce was asked to express his views upon Transcendentalism.

It is defined to be a modern system of Mental Philosophy derived from German. The doctrine is, that there is a certain innate principle of the human mind of determining truth, without any power of reasoning.

Hence the word Transcendentalist. the power of rising above or transcending

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2<sup>nd</sup> Opinion of Miller's doctrines. It seems to me dark and fathomless. I was surprised to hear that Miller was not certain that the ~~earth~~ <sup>world</sup> was to come <sup>to</sup> an end in 1843. He thinks so but is not certain. I thought he had wrought it out by Mathematics. It is a matter that we ought not to be solicitous about. The end of the world with all, is when death comes. That there is a time when this world will pass away we are assured.

3<sup>rd</sup> Why does the sun <sup>change</sup> affect the color of the skin. This is owing to some chemical process. Light affects vegetables but we do not know why, so in regard to air upon the skin. Our discussion was upon the question, Will Mr Abann's lecture have a tendency to perpetuate corporal punishment? Eight were in the affirmative, fourteen in the negative. Mr P. thought it would perpetuate that mode of punishment but it would diminish its frequency, & severity.

P. No. Our number seems quite small as three have left. Miss Sparrell has been quite unwell for a day or two past, she has gone home, but I hope not to remain long. Miss O'Connor & Ineson were going to walk home ~~tonight~~ <sup>evening</sup>. At our Reading Society we had the pleasure of Mr Peirce's company. Also Misses Damon's & Stodder's. We read from Sparks Biography of John Stueck. This work is not as interesting as those we have <sup>read</sup> had.

Sunday June 7th

Attended church both parts of the day. Heard two very practical discourses from Mr. Moore. Morning text found in 23d chap. of Exodus. 20 & 21 verses. Behold, I send an Angel before thee, to keep thee in the way, and to bring thee into the place I have prepared. Beware of him, and obey his voice: provoke him not; for he will not pardon your transgression for my name is in him. Afternoon text 71st Psalm 17th. O God, thou hast taught me from my youth: and hitherto have I declared thy wondrous works.

We have had a number of fine showers today.

Monday, June 8th

Our first recitation was in Combe's Constitution.

Combe says before we can discover the adaptation of man's powers to external circumstances, we must first find out what his intellectual, moral & animal powers are. These Phrenology gives a view of. The author goes on to consider what the feelings and sentiments are, which are common to man and the lower animals; and considers what are the uses, & to what an abuse of these will lead.

2d recitation Mental Philosophy. Commence the book today. The author first explains the design of this study, and then the manner in which it should be studied. These hints are very good, ones that we may profit by in this, & every other branch which we may attend to.

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3d recitation in Brigham's Mental Excitement.

The subject was the evil consequences that have resulted from an ignorance of the relation, <sup>which exists</sup> between the mind and body. The injury that has been done to children by endeavouring to put the child forward, stimulating it to study.

Afternoon lessons were in Rhetoric & Ancient Geography. Took a walk after tea; went for exercise as <sup>one</sup> would have thought to ~~have seen~~ <sup>see</sup> me.

So this day has passed, <sup>time</sup> from eight to nine, devoted to study without any deviation, except I printed out a lesson to one of the young ladies. Do not intend to violate in this way again.

Tuesday June 9th

The attention of the school was called to remarks after the Opening Exercises. The remarks will be brief, but Mr. P said he hoped they would be received in the inverse ratio of their length. Be more particular about certificates in cases of absence and lateness. Examine the regulations posted in the room. — Model School. — Let it be near your hearts. What is done by one in school may not do for another to adopt. Children are governed by sympathies; they look into the soul: a kind of Transcendentalism, (if there is any such thing), a sort of intuitive principle, without the power of reasoning. Pleased to see an improvement in coming to order.

In regard to scholars leaving and going home: Let school be the absorbing business in term time: In vacation, home & friends. Journals - falling off in penmanship. Study Hours. I have said enough first & last on this subject, to fill a volume. I do not know what more to say. We have talked of self government; but what does it amount to? How shall we feel when we leave here, to find that we could not be self governed in this thing? There is nothing that more affects my happiness than this. Reproachful to us, that we should be the cause of making one that is so forbearing & patient with us, so much unhappier. Lastly, if you have more studies than you can attend to, by a faithful observance of the two hours appointed for study, then despair, but say by a faithful use.

Lesson in Combe was the intellectual faculties, a consideration of the organs that perceive existence, and also the relations of external objects. We did not recite this lesson, but had a conversation upon the situation of the different organs. We are indebted to De Gall for the discovery of the functions of the brain. Our teacher observed early was first led to this discovery, by noticing that some had of his school fellows had the power of reciting their lessons much better than he, though they were inferior in many other things which are essential to

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good lessons. This arose from difference in language. So in regard to locality, he noticed some would pass through a woods a number of times & yet not be able to find their way back again; while others would remember if they ~~never~~ had seen the place <sup>but people</sup> before. Thus he found some <sup>had</sup> a predominance of some <sup>faculty</sup> while they were inferior in other things. So by observing he founded this science, which Combe asserts, is pouring forth a flood of light upon the world.

Mental was a continuation of the manner of studying this branch. — Mr P says this is one of the most perfect days we have in the 365: we do not have more than four or five such in the whole year. There is a pleasant temperature and it is calm & still around.

A. M. Rhetoric lesson gave examples of the different kinds of composition, we attended to oratorical & persuasive today! Visited by two gentlemen —  
Faithful Hours.

Wednesday, June 10<sup>th</sup>

Our ranks are thin this morning, as many of the pupils are absent to attend the Dedication of the Universalist Church at the East Village. Mr P. said he should have made a different arrangement. Glad a short session and all attend a little while then heed the sermon: too late now, but we can learn wisdom.

from our faults. I shall now close in season, for those who feel interested <sup>to</sup> attend; it is a pleasant time to walk. I hope all will walk & profit by it, physically, morally & intellectually. Some will learn from everything that comes under their observation. Others will only do that they are forced to do. This is a glorious season. Vegetation is in its prime. Mr P, then said he had found a piece upon the Arabs, and thought it might be interesting to us. I do not know how it has been with you. But I have regarded this nation as a low degraded people. If we find a bright spot in any character we should recognise it, even though it be the Arab. We are too prone to ascribe all goodness to ourselves or our nation. This country, Arabia, was once the seat of the sciences. This account was taken from a Speech of Mr Eli Smith's, Secretary of the Board of Foreign Missions. These people are noted for their hospitality; also have great firmness & patience. In literature they excel all other nations. Our language sinks into insignificance before theirs. Algebra had its origin in this country. It is an Arabic word. Mr Pence also spoke of the Belgium Giant that is now exhibiting in New York. This Giant is said to be seven ~~inches~~ feet eight inches high; the feet thirteen inches long. A common sized man comes about up to his waist. — We attended to reading

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from Abbott's Teacher a chapter of much importance, upon General Arrangements. We had a little conversation upon this, and the session closed. A number of the young ladies attended the Dedication at the East Village.  
Hours uninterrupted.

Thursday, June 11<sup>th</sup>

The Principal read a part of the 18<sup>th</sup> chap of Luke. In connection with the 34<sup>th</sup> & 5<sup>th</sup> verses said the disciples knew little of Christ's kingdom; but yet they were religious enough to be his apostles. This should teach us patience and forbearance toward those who are ignorant. Probably those whom we say now are in darkness have as much knowledge of the nature of Christ's kingdom as did his disciples. Be very careful how we sit in judgment against those, whom we consider unenlightened. If I say anything said Mr P for the good of my pupils, I do it ~~at the opening~~ <sup>at the opening</sup> those remarks are of the most value that I make at the opening, not at the decline of the day. Let the most difficult lessons be reserved for morning. Whether you study, or what soever you do, do it with all your might. Attend to exercise otherwise these bodily powers will become diseased. It is strange how long this bodily frame will endure torture. It is done by eating too much, and improper kind, improper kind of dress, &c. Eat little, and of but few

kinds. Get up from the table hungry. (Good & true)  
 Do not use your eyes in the twilight. You will say you can see. I know that very well. It does not produce any bad effects. you will say. I know that, I have tried it. Will it ever be that the world will learn from the experience of others? or shall each one go on learning from his own experience? The lesson in Mental Philosophy was just attended to; rather difficult, but the author says this is what he intended in writing the book. Mental Excitement was a statement of the opinions of various physicians on too early mental culture.

Afternoon. We attended to an exercise in Rhetoric and Ancient Geography. A pleasant day indoors no less than out. Evening hours uninterupted.

Friday June 13<sup>th</sup>

Our lesson in Combe was quite interesting; a consideration of the supremacy of the moral sentiments, and intellect. Mr. P. remarked, after we had finished the recitation, that this was a grand lesson; there is enough food here for our intellectual stomachs all our life time.

Mental Philosophy & Mental Excitement for forenoon exercises. Rhetoric & Ancient Geography for afternoon. So this day has guided by.

Study hours observed.

Saturday June 14<sup>th</sup>

After the introductory Exercises the Principal called our attention to his lecture; a continuation of the last upon composition. In this lecture I ~~intend~~ <sup>have</sup> two plans.

1<sup>st</sup> Giving specimens of plans or modes of treating a subject. 2<sup>d</sup> To show how it is best to teach young children. The views and examples given by your author in Rhetoric, your teacher thinks are highly judicious and appropriate.

It is not that any one will make a good writer by attending only to these rules; but those who study this work faithfully will reap their reward. I will mention some general directions. 1<sup>st</sup> Reading good authors will be a great auxiliary to this department. Do not read for mere amusement or entertainment. Read not for pleasure or for sake of ideas but rather to see how the author has treated the subject. Read such authors as Channing, Dewey, Milton, Wallworth.

These are much to be preferred to fictitious works, some under which the press is groaning, and with which the world is deluged. Cheever's Poems is a good work.

2<sup>d</sup> When you read, think. Do it seriously, connctedly. Five sentences which are the result of intense thinking, are much more valuable than five pages of irrelevant declamation.

3<sup>d</sup> Write on a subject, and in the course of six or twelve months write on the same again, so as to compare and see the improvements. 4<sup>th</sup> Form a plan of an essay



that you may have read or heard. If you have ideas on any subject write them down, in this way you may have many plans for compositions to be filled up at some time. Many have regretted that they have not been able to recall ideas that they once had. It has been said of the celebrated Dr Beecher previous to his leaving the country and coming to Boston, he while at work on his farm, he had a blank book with him and while engaged at his work he would have some thoughts come into his mind relating to a discourse, he ~~then~~ would stop his team or lay down his spade & make note of it.

Examples of different kinds of writing. Narrative writing. History of Egypt. Descriptive. ~~From~~ Paley's description of the Mole. Specimens of Argumentative, continued existence of the soul. Addison's work on this subject. I recommend to your attention. Didactic - Uses of light and air.

Complex Composition - The fashion of this world passeth away. The present past and future all teach this. To illustrate it further. Wealth does not ensure happiness. Wealth will not bring friends, happiness, knowledge or peace of mind which is indispensable - To be continued.

Abbott's Teacher we then engaged in. The Principal questioned us upon the parts of this author we have been over, which was quite interesting. Nearly an hour's recess, and then some explanations were made to the class in

Astronomy. Discussion followed upon this question, "Is it well to have compositions read <sup>aloud</sup> in school." Miss C. B. Woodman opened the debate on the affirmative side, Miss E. M. Pennell on the negative. There was more <sup>freedom</sup> and freedom of remark than there often is. Question decided by a majority of eleven in the negative. Of all exercises that I attend to, I think composition is the most difficult. - It is really an tedious task to write a piece of composition. I hope if I ever have to teach this branch I may do it in such a manner that ~~when~~ <sup>it</sup> will not be regarded as a difficult task.

The class in Botany met a little while. Evening. Had the company of Misses Lester, Stodder, Damon, Woodman & Davis at the Reading Society. Read a part of the life of John Stark.

Sunday, June 14<sup>th</sup>

Took an early walk this morn - It was perfectly beautiful. In what way can one better contemplate the works of a Supreme Being; than a walk in the country in Summer, when all nature is breathing forth its sweetness? One of the loveliest mornings that we have had since I have been in Lexington. Listened to a discourse from Mr. Greene. His text is found in Galatians 6<sup>th</sup> chapt 7<sup>th</sup> & 8<sup>th</sup> verses. Very good sermon -

Afternoon attended the Universalist Church at the East Village with Miss Locke.

Monday, June 15<sup>th</sup>

The minister that officiated at the Baptist Church yesterday Mr. P. said had been engaged as a Missionary to Greece.

From him I learned many interesting facts relating to that country. What I know that is interesting and useful, I will give you to know. Greece was once the focus of literature: but now the people are superstitious, weak & degraded. They begin to inquire a little of Socrates, Demosthenes and others, whose remains repose in the same soil on which they tread. More of this at some other time.

Remark, "as we have united in praying that we might have a better week than any that we have hitherto passed together, let us join our efforts to have it so. The greatest manifestation of the sincerity of prayer, is by the outward actions.

The class in Astronomy was first called. We did not recite, but passed the time in attending to an explanation of the lesson, which was a statement of the different kinds of time, viz solar or apparent sidereal or mean time.

The former is reckoned by the <sup>apparent</sup> revolution of the sun, from the meridian round to the same meridian again. The latter by the average length of all the solar days throughout the year. Clocks regulated to represent these two times do not agree but four times in a year: owing to two causes, the obliquity

of the earth's axis to the plane of its orbit; and the unequal motion of the earth in its orbit. The earth moves fastest in its perihelion, or when it is nearest the ~~earth~~ sun; this is January.

These points were explained by our teacher so as to render the subject quite plain and I understood that <sup>whenever</sup> I never have before. — Geometry — Review — Algebra.

P. M. Arithmetic — Natural History, upon "The Migration of Birds and Animals. Moral Philosophy not recited as there was some misunderstanding of places.

After school went to see Miss Stodder who has been ill today.

Tuesday, June 16<sup>th</sup>

Mr. Pierce read the parable of the talents and in connection said many think they do well with what is entrusted to their care, if they do not misuse or pervert their talents. It was not misimprovement <sup>of the talents</sup> that the servant was reprimand

ed; but for allowing them to remain dormant, inactive. Attention called to remarks. Don't study too much. Turn neither to the right hand, or the left, but look straight forward.

The one who studies all the time, will come out about where the one who does who does not study any. So with eating; if you eat too much you will arrive at nearly the same as those who do not eat at all. If I was habituated to a head ache, I should think it better to curtail in eating, especially by animal food: also <sup>would I judge</sup> more attention to regular exercise.

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ly frequent ablutions. Combe attaches great importance to these, as he considers the skin as performing important office.

Were these three things attended to, which our teacher mentioned, methinks there would be less pains and aches among us than there <sup>are</sup> now. Should that all of us attached due weight to our teacher's remarks upon ablution, as well as all the others. Many colds and diseases would be prevented. "An ounce of prevention is better than a pound of cure" will well apply in this case. — Journals well done; improvement in penmanship. It is gratifying to me to see there has been a more conscientious regard to study hours.

You will, in sober moments, look back upon these hours if they <sup>are</sup> well spent, with satisfaction. Persevere in that which is good. An improvement in the order of both rooms.

Mr. P. inquired how Miss Jesson was this morning. Those who are studying Physiology will find when they <sup>go</sup> along farther, as I suppose those remember who have been over, that Combe considers too much exercise an evil, as well as too little.

He speaks of students who are accustomed to sedentary habits, taking too much exercise. It is not safe for those who have been accustomed to walking but one or two miles to walk ten. I feel verily guilty in giving my consent to those two young ladies. It was against my better judgment so to do. I sacrificed it, and conscientiousness to sympathy and benevolence.

We recited the lesson in Astronomy that was explained yesterday. The forenoon recitations similar to Monday.

P. M. Arithmetic, Natural History and Moral Philosophy. The last was upon the Duties of Parents; this performance did not meet Mr. P.'s approbation.

Took a pleasant ramble in the woods in company with Mrs. Pease and some of the Young Ladies. Did not return till after 8. 46. had commenced. Observed an hour.

Wednesday June 17<sup>th</sup>

Memorable Day. . . . Anniversary of the Battle of Brimken Hill.

Everything without is beautiful, now is the time for the lover of nature to have his feast, and can one be indifferent to partaking of it? No, no, no. Several topics were suggested for themes.

All the school attended to an exercise in the Teacher. Were questioned upon the views of the author — modes of instruction and recitation. Abbott mentions three ways of reciting, viz; Putting individual questions, Reciting disjunctly, Writing abstracts. The last was thought to be a good way of reviewing. Mr. P. suggested whether it would not be well for us to review some of our studies by writing at the end of a week what new ideas we had gained in that time. Our teacher recommended <sup>us</sup> to us to try these three ways. I have

I never practised the second method mentioned but little, though I think I should were I to begin teaching again. Rhetoric we recited; a lesson that was assigned for Saturday - - The Botany class learned the 10th, 11th & 18th classes and analyzed a few flowers.

I passed most of the afternoon in writing; after tea accompanied some of the young ladies to Miss Sarah Locke's: ~~from there~~ <sup>and</sup> she went with us to Mr. Wiley's Garden. We passed some time in walking around and gazing upon the flowers that were flourishing in sweet smell and beauty. Our walk back was through a pleasant grove which led out on to Waltham road.

Thursday June 18th

The last of the 19th chap. of Luke was read. What an evil a few talented influential men may produce on the world.

It has been observed, our teacher remarked, that the young ladies bend over their desks. You may say it is easier to study so, it may be that it is, but the very fact shows there is some organic defect in the constitution or some superinduced disease. This is the day of the <sup>anniversary of the</sup> Battle of Waterloo and also the day that was declared between United States and Great Britain. Astronomy lesson was

an explanation of the correction of the calendar. This was first done by Julius Caesar. Various alterations have been made from that time, to the present, so that the difference between astronomical and solar time is not but small. Also O. S. & N. S. were explained; this was very interesting, as I never before understood this. An unsuccessful attempt at the board in the Geometry class. O!!! Oh!!! Algebra the forenoon exercise P.M. Assembled in the school room at half past one. Passed the first part of the time in performing questions in Arithmetic, then recited in this branch.

Next History was upon the Longevity of man & animals. In this recitation, the Principal mentioned an anecdote of a gentleman on his tour through Europe was requested by a friend, to make inquiries about aged persons, and if possible to visit them. He did this, and when he returned, compared the notes he had taken. There were found <sup>among them</sup> a great variety of <sup>differences circumstances, & habits,</sup> ~~circumstances~~; some were rich, some poor, <sup>some</sup> ~~others~~ high, ~~others~~ low; but in one thing they all agreed, yes - that was - They were all early risers. Moral Philosophy was the Duties of Children to Parents. Did not have time to attend to all the exercises.

It is almost vain for me to try to study evenings I cannot fix my mind - - -

Friday June 19<sup>th</sup>.

Rainy Morning. Studies for the morning and forenoon similar to yesterday.

P. M. Arithmetic was the first exercise for the first division. We performed at the board, or at least attempted it. I am very glad there were no visitors present. I fear these impressions would not be very favorable in regard to our proficiency in this Branch.

Passed so much time at the board, we did not recite Nat History or Moral Philosophy. Before the session closed Mr. P. mentioned the studies for the approaching day among which was the discussion <sup>where</sup> which he said <sup>was</sup> ~~concerned~~ <sup>upon</sup>. Said compositions would be read. If this requires much effort, I think it will be productive of the most good. I have found those studies that trouble the most, do the most good.

After school closed, read awhile in Abbott and then took a ramble in the woods, procured some very wild flowers. Returned found Mrs. Peirce and a new scholar, Miss Glowe from Boston. Passed the evening in writing an abstract of our exercise in the Teacher.

Saturday June 20<sup>th</sup>.

Principal read the first part of the 20<sup>th</sup> chap. of Luke. The parable of the husbandmen.

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Our attention was called to a lecture after the introductory exercise. Composition continued.

In my former lecture I have spoken generally, of the manner of the manner composition might be taught to young children - Give words to apply & sentences to fill up, then pass to objects they may have witnessed or heard described. From there to imaginary then epistolary, and finally the higher departments of writing. If I succeed by my remarks, in assisting my pupils to teach this branch, <sup>any better than you taught</sup> I shall feel that I have not labored in vain. I would recommend you to adopt the work of Mr. Frost of Philadelphia, entitled, Easy exercises in composition for young beginners. After filling up sentences give pictures to describe, which can be cut from the book mentioned above & distributed around among the scholars - Greyhound, for instance. Let the child write any thing it knows of this animal, any anecdote it may have heard. Perhaps the dog has in the picture has a collar around his neck let the use of this be given. This, or something like this, the pupils can have to begin upon. Give an example of the manner in which children will probably write after looking at the picture, &c. Perhaps the teacher will be obliged to write first herself; thus teach the young idea how to shoot. Direct the attention particularly to the



order. She can say to her pupils adopt something of this manner. Say they can write some ideas they may have read but they must not copy the language. I would examples illustrative of familiar chat between teacher and pupils when the pictures are distributed. Give several subjects and leave it for the pupils to select. In this way, if composition brings tears at all, they will be tears of joy. And they will like to read them too. After they get so as to describe animals with facility, put into their hands pictures of scenery & scenes; such as White man trading with an Indian: let them describe the injustice which the latter has received from the former. Describe the vineyard, its uses, who first kept it & to what this led. Let them describe true Arabs - Tell where they live, their modes of life. At a proper time begin with persons, scenes & occupations let these points of difference & resemblance be described. Take ship building, what built of, contrast ships, their variety of shape, size &c. &c. Suggest words by putting them on cards. Point out the diff. between a camel & sheep. Pass on to scenes they may have witnessed, as a visit to a museum, a Fair, the 4<sup>th</sup> of July. Then scenes and events that they have read or heard of, as the burning of Moscow, Battle of Lexington, Settlement of New England. - Take up letter writing and dialogues. Dialogue between two young ladies, one fond

of flowers the other not. Two young ladies one for domestic pursuits, the other opposed to them. Pass on to Complex subjects as "Education." "The fashion of this world passeth away." I will again recommend this work to your attention it suggests much that is useful and valuable. We attended to reading compositions, and reading a few abstracts of the lesson in Abbott.

Principals made some remarks upon reading composition. He thinks that most of this thinking from reading composition may be generally traced to the undue exercise of the organ of Self Esteem. Many arguments were offered that showed the advantage of reading. Among them he said there would be greater effort made when the theme was written if it was to be read. Is it a principle of human nature to love to please others in all our actions. I recollect of a student in college who once told me the practice was instituted of reading composition once in four weeks, and at these times there was little preparation than at other times. Our discussion was omitted for the want of one thing - time.

Miss Spurrell came up to see us this afternoon. To our great disappointment she was unable to remain with us her health is so poor.

Sunday 21<sup>st</sup>. This date reminds us the sun has reached his greatest northern declination. O! how soon it has come.

Attended the Unitarian Church: heard two discourses from Rev. Mr. Thurston.

Monday, June 22<sup>nd</sup>

Principal read the 20<sup>th</sup> chap of Luke, and commented on the 19<sup>th</sup> vers., viz, I do not know which we should wonder at the most, the untiring malignity of the Jews, or the forbearance of our Saviour, who always rendered to every man his due. Mr. P. observed we entered upon a new week, I hope it may be a happy & profitable one, but this depends upon the efforts we make ourselves so to have it so. Combe's Constitution was the first exercise. This lesson "pointed out the objects and relations of the Moral Sentiments proper to Man." Interesting subject. Glad the recitation met our teacher's approbation, we should have all been better satisfied. Hope this will not affect the exercises that are to come.

Mental Philosophy considered "the origin of our knowledge of facts relating to both matter and mind."

"Bingham's Mental Excitement" was upon the "influence of mental cultivation, and mental excitement in producing insanity, and nervous affections."

At noon the young ladies of the school stopped to consider the question proposed by our teacher on Saturday, whether it was better to have but one session a day, and if the G. S. would like to attend to an exercise in the Scriptures on the Sabbath. Chose a committee to report. Misses Locke, Johnson & Pennell. Rhetoric was upon Fasts. It pointed out different emotions

that are excited on beholding various objects. The author of this work classified them under three heads: "Combinations of Beauty" "Sublimity" and "Grandeur"

Ancient Geography. With this lesson Mr. P. related an interesting fact in regard to the ascent of the Pyramids of Egypt. These have not been ascended until recently, when some English sailors made the attempt and succeeded. I do not precisely understand the manner in which it is done, but hope I shall before long.

Now Mr. P. says there are steps to go up now. It is not like going up a mahogany staircase with a balustrade on each side. One has to pull and tug. Ladies who do not have the organ of cautionness was <sup>ear and</sup> not large. Some of the pyramids are 500 feet high.

Evening, visited by Miss Meriam were unable to keep study hours.

Tuesday June 23<sup>rd</sup>

Two hours devoted to study. One hour before, the other after breakfast. Mr. P. says this is the morning for remarks. I will begin with my favorite topic, as it has been called, the Model School. I have thought of some modifications to make in this school. Have fewer teachers, and let these feel greater responsibility. Misses Harris and Burdick I have appointed for next month. Fidelity in lessons. No school will go well where the lessons are unprepared. A wise and faithful minister once said,

I have many, and various duties to perform through the week, yet my great field of labor is the desk. My people come Sunday expecting to hear an enlivening discourse. I am resolved that nothing shall prevent my being prepared to meet them. It is well for teachers also pupils to say this.

I will caution you against sitting in the window. Accidents sometimes happen to adults. There is a current of air driving through. Journals & Theses, pleased with the intellectual and moral character. I saw one journal where there was an observance of study hours all the week.

I know I repeat things, but I think it is necessary. St Paul says, stir up your minds by way of remembrance, so I would do with my dear pupils.

If I have said anything worthy of regard, let it obtain your practical attention.

In place of the lesson in Combe Mr P. read an extract from Simpson's work upon Education, in which Combe's Constitution was highly spoken of, particularly the part we are now studying. The supremacy of the moral powers and intellect. Mr Pierce said he should prefer being the author of any one of these four books, excepting the Scriptures than any one he ever knew. These are Simpson on Education, Combe's Constitution of Man, Butler's Analogy Paley's Evidences of Christianity. These will last through many ages, while others are sunk in oblivion.

The exercises have been the same as yesterday.

It has been rather warm a part of the afternoon. Took a very pleasant walk after tea in company with Misses Burdick, O'Connor, Spiller & Woodman. Returned before study hours. Serviced a part of the home to writing a letter.

Wednesday, June 24<sup>th</sup>.

Mr P. read the last part of the 20<sup>th</sup> chap of St Luke. Upon the last verse, why receive greater damnation, who observed 1<sup>st</sup> They were the Scribes and most learned. 2<sup>nd</sup> The crime was great, it was hypocrisy. 3<sup>d</sup> They tried to cloak their sins. Our Saviour does not speak of any greater evil than hypocrisy.

Principal observed it was always a pleasant sight to see all the seats filled. As ours are now. Misses Globe & Torrin of Boston have entered school this week. All are present but Miss Sparrell. Would <sup>that</sup> her health permitted her to join our band again.

We have attended to a review in what we have been over in Combe & Abercrombie. In exercise in Grammar.

At recess took a walk with Miss E. C. Locke, found some strawberries, they looked very inviting.

Botany class had a lesson upon the stamens & pistils & gave an account <sup>of the manner</sup> in which pollen is conveyed from one part the stamens to the pistils in different plants.

This afternoon is excessively hot. I fear if we were in school the lessons would be rather dull, & heavy. Thermometer stands at "80" in the school room at a little past four o'clock. Study Hours free from communication of every kind, though not all devoted to school duties.

Thursday June 25<sup>th</sup>

Pleasant morning though it seems to me it is going to be extremely warm.

The parable of the poor widow who cast her two mites into the treasury was read. Mr. Pierce said what an encouragement do these words give to those of us who have small means, and few talents. God seeth not as man seeth. Man looketh on the outward appearance God on the heart. If one is however in humble sphere, gives one word of advice to any of the humble children of poverty, it will be more to him, than sitting on thrones, and giving counsel to nations.

"She looked, and lo a form is seen,  
Unto the Lord to bring her part,  
Whose humble guise and saddened mien,  
Bespeaks a widowed heart.

"He spoke, What though her gift is small,  
Than all the rich, she bringeth more.

She of her living casts in all;  
They from a plentiful store.

O! that in every darksome way,  
In every thought, and word, and deed  
His still small voice within, would say  
"Thine is the Widow's mite." R. M. D.

The recitation in Combes' Constitution was rather brief - The new lesson was, "The faculties of man compared with external objects." It was both entertaining and instructive. After this exercise I went into the Model School and remained until recess. "I think the school has improved in some points of order since I was in last. Much less whispering than at one time. The present Superintendent speaks chiefly by actions instead of words. The old adage is, "actions speak louder than words. Glad the Ex-Superintendent failed. I see my error now it is too late. So it is.

Mental Philosophy was recited while I was below. It was upon "Sensation and Perception."

P. M. Rhetoric lesson was a continuation of the subject of "Taste"

Ancient Geography was rather uninteresting, so it appeared from the recitation. Visited by Mrs Davis and daughter of Bangor. This day has not been such as I predicted in the morning but a very agreeable temperature. Very favorable for study. Miss Spiller and myself took a fine walk up Weber Road.

On returning home we strolled away into a bypath which led us to a delightful spot, where the wild flowers were growing in luxuriance, filling the air with their perfume. Evening Hours passed without any communication.

Friday June 20<sup>th</sup>

Mr. Peirce said he intended to pass the day in the school below. I wish you to have your eyes & ears open, if you see anything new and good, retain it.

Further he added I think the school has improved. Give a word of encouragement instead of always giving reproof. It is the way the hunter allows on his dog to pursue after the game. Badly expressed.

Be particular in little matters. If I have been more successful than other teachers, my success may all be attributed in no small degree, to being particular in small matters. Give variety to your exercises. Have some interesting stories to relate to your scholars in the morning. A good story in the early part of the day, will make things

go well the remainder of the day. If all this may be secured, what an advantage to treasure up anecdotes that we read or hear. I wish I had attended to & written down in my life. The Normal Scholars went into the room below at nine. Mr. Peirce read the parable of the sower, and illustrated the comparison which it is intended to explain. For a general exercise they had some account of birds. They were told it was a season of great anxiety among the parent birds, and went on to tell them the wrong of robbing their nests.

He then said to the Normal scholars you will find it necessary to examine the slates for spelling & writing out of school. In schools of a hundred scholars I have had to examine 50 or 60 slates of Algebra & arithmetic besides nearly a hundred for spelling out of school. I do not know how teachers can get along who follow Abbott's plan, that is, when they turn the key of the door at night also, to shut from their thoughts all subjects relating to the school. The classes in Arithmetic & Geography were examined. Mr. P. practiced different modes of recitations which he often recommends to our attention.

The classes in arithmetic performed quite well. Some of these children well deserve the name "living children". Session closed at 12. an hour's intermission and we came together again. The scholars engaged in Reading & Spelling



the first class in Grammar. At close of school questions were asked upon common things. Mr. P. said there was a call for more attention to Arithmetic & Reading. Would it had fallen to my lot to attend such a Model School.

Evening Hours faithfully observed.

Saturday June 27<sup>th</sup>.

The following proposition was laid on the table. "If Combes theory be true what is the advantage of Prayer?"

This question, Mr. P. replied, has been often asked: does not God know all our desires and wants previous to our asking.

Mr. P. says it is a matter of regret to him that there is so many unpleasant feelings attending the reading of composition. — One of the young ladies in the two back seats read compositions. The others are to read at some future time. We proceeded to the discussion, though it hardly deserves that name. The question, "Is it expedient to make the proposed alterations as to the time of our regard to holding sessions?" The topic is not very fruitful, so of course we had but little conversation. Upon voting the sense of the school it was decided by a majority to hold but one session, that commence at 8 & continue till 2 P.M., with 1/2 an hour recess. This is an experiment.

Attention next directed to the Lecture.

Mathematics.

I am aware I have given a lecture to some of you upon Arithmetic, but I am led to add more from the importance of the subject, and also from the reason, that a number have entered since then. Mathematics is a subject that is attended to in some of its branches in all schools. This then, you as teachers, wherever you go will be called upon to teach to some extent. If a teacher be well acquainted with Mathematics and Reading, two essentials, she has a good recommendation, and will be most likely to obtain a good situation. A thorough knowledge of these branches is to be preferred to a smattering in a half dozen of the sciences. Mathematics have always held a high place in our institutions, and justly so, for they are eminently adapted to discipline the faculties. It is a law of our nature that exercise improves and strengthens our faculties. This science is well calculated to cultivate habits of fixed attention, and correct train of reasoning. President Davis, one of our most distinguished Mathematicians, says this science is almost innumerable in its application. It is of advantage in all spheres of life, in mercantile business, in shipping, Surveying, Navigation, Mechanics, Astronomy, Geography, <sup>Professing</sup> Sculpture, Painting, and in fact all the circle of arts and sciences. It is of more importance in strengthening the reasoning powers. This art is acquired by

long & continued practice. When this habit of close and  
adequate thinking is acquired it may be applied to all  
subjects. A thorough investigation of this science will  
always receive its reward, while a superficial knowledge will  
be attended with perplexity. It is with this as in War,  
no step must not be taken in advance, while anything remains  
behind unconquered. I would not class myself with those  
who exaggerate, or those who undervalue the importance of this  
branch. I do not with some claim for it, the advantage of the  
whole circle of sciences, neither do I confine it to the exercise  
of the organ of number. You will be required to teach this  
Science in some of its departments in all schools. If your  
school is deficient in this respect, it cannot fail to attract  
the notice of searching eye of the Committee. I am one of  
those who believe in a distinct organ of Number. It is an in-  
stinctive principle in the human mind, and may therefore  
be taught at an early age. Do not begin with a book but  
make use of visible illustration, <sup>by</sup> material objects, such as blocks  
diagrams, arithmeticons. We speak of Arithmetic under Mental  
& Written: in fact all arithmetic is Mental. I know of no  
better work than Colburn's First Lessons. Do as much with  
~~visible~~ diagrams as you can, until your scholars can read cor-  
rectly, then pursue these two modes together. Give no countenance  
to performing questions by rule. But let the rule be made  
from the process. Let the question first be read & then the process

of each step be explained; when this has been done then  
the result may be given with an announcement of what  
the name of the answer. Let the examples be performed,  
then the rules given, not examples from rules. There are many  
questions that may be solved better by Algebra than Arithmeticon.  
In regard to Algebra and Geometry there has been some  
variety of opinion which should be studied first.  
Geometry was known to the ancients, it is the oldest of  
the exact sciences. Algebra was not known till the last  
century. Though Geometry has this fact I think Algebra had  
better be taken before Geometry. If I have difficulty  
in teaching Algebra, I can trace it to an imperfect know-  
ledge of Arithmeticon. Geometry is very good branch to  
discipline the faculties. but your success in it as pupils &  
teachers, depends very much upon understanding thoroughly  
the definitions of the various figures, as what an angle, a  
straight line.  
The first class in Grammar had an exercise before recess.  
After that went to recite our lesson in Botany. The time  
was principally devoted to examining and reciting the des-  
criptions of flowers.  
Afternoon passed principally in writing.  
Evening. Our Reading Society met. We passed the time  
very pleasantly as Mr & Mrs Peirce were present. Mr Peirce  
read to us from a work entitled "The Maiden" written by

Mr. Muzzey formerly of this town. The topic of the reading was, "the proper sphere of woman".

Sunday, June 28<sup>th</sup>

Six years have passed since I parted with my only Parent, a Mother. Now do I realize though I have met at

Sunday June 28<sup>th</sup>

Another week has begun its course but how soon its course will be (closed or rather) finished. Days follow days and weeks follow weeks in "quick succession".

Nearly all our number went to Church both parts of the day. Rev. Mr. Thurston gave discourses from the following texts "Put on the whole armor of God, that ye may be able to stand against the wiles of the devil." Ephesians 6<sup>th</sup>. 11<sup>th</sup>.

P. M. What doest thou here Elijah? 1 of Kings 19<sup>th</sup>. 13<sup>th</sup>.  
Beautiful shrouds.

Monday, June 29<sup>th</sup>

Mr. Peirce read from the 21<sup>st</sup> chap. of St. Luke. He remarked there had been much controversy upon the application of the 32<sup>nd</sup> verse. "Verily, I say unto you, this generation shall not pass away till all be fulfilled." Some refer this prophecy to the coming

of the end of the world, but most refer it to the destruction of Jerusalem. Most probable, he added, that it was the latter, as this event took place about that time.

Our teacher said we commenced on our new plan this morning

Would you see opinion ~~more~~ <sup>more</sup> ~~in~~ <sup>in</sup> you more than I have done in <sup>doing</sup> this, I place great confidence in my pupils. If there is any school that ought to govern itself, it is where the pupils are intending to be teachers. The first exercise taken up was in Abbott's Teachers. The school was questioned briefly upon all they have been over in this book. Today's lesson was an enumeration of a few general cautions to teachers. One topic dwelt upon, was, "Never get out of patience with dullness." This our teacher enlarged upon, considers it of great importance.

All the ideas in lesson were very, very good. Geometry next recitation. This was generally performed well. I think sometimes, if I have any mathematical powers, these few are decreasing, rather than increasing in strength. Not very encouraging. Then Algebra for both classes.

Had a half an hour's intermission from 12 to half past 12. Came together again at the expiration of that time and engaged in the studies usual for afternoons of this week. viz, Arithmetic,

Mr. Muzzey formerly of this town. The topic of the reading was, "the proper sphere of woman".

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P. M. What dost thou here Elijah? 1 of Kings 19<sup>th</sup>. 13<sup>th</sup>.

Heathful hours.

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of the end of the world, but most refer it to the destruction of Jerusalem. Most probable, he added, that it was the latter, as this event took place about that time.

Our teacher said we commenced on our new plan this morning of holding but one session, and shall we try to make this week a better one than we have ever passed? Let the lessons be so prepared, that should any one happen in upon us, they would form the opinion that our object is study. I shall leave you more than I have done <sup>in</sup> this, I place great confidence in my pupils. If there is any school that ought to govern itself, it is where the pupils are intending to be teachers.

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Not History, Moral Philosophy. Not H. was upon the duration of life of plants and animals. In this connection Mr P. mentioned an anecdote of a toad, that was found a short time since in the stump of a decayed apple tree. There was a wound made in the tree about thirty six years ago, when it is probable the toad got in into this hole, where he has remained until this time. It was plump & large.

Some of the recitations have been rather brief as our afternoons are short. Closed the session at two o'clock. This plan seems quite a novelty, especially to have so much time in the afternoon out of school.

My Mirthfulness was excited this evening. I regret this, but not it is.

Tuesday June 30<sup>th</sup>

This is the last day of the pleasant month of Summer. Arose at four took a short walk and came back to my lessons. Passed most of the morning ~~in~~ studying though not all without commination. - Y P L ?

Mr P. said in connection with the scriptures the passages, "with desire I have desired thee." "The servants of servants, were Hebrew expressions.

Journals returned. - "In good condition. Happy to see an evidence of improvement in Study Hours. - go on to perfection." ~~are you showing~~ Astronomy was rather uninteresting subject the construction and mode of using some Astronomical Instruments. Not promptly recited. Geometry and Algebra the previous lessons. and Arithmetic.

Half an hour's intermission and we assembled again. Not History was the only exercise the first division had time to recite. The lesson closes the book. "The subject was, The progressive scale or chain of things in the universe." In this lesson the phrase occurred, unorganized or brute matter, some of the class thought this an improper sense to use it. But our teacher corrected this impression by informing us, that the word brute sometimes means senseless. One new idea today.

Study Hours free from any commination.

Wednesday July 1<sup>st</sup>

School opened with Reading from the scriptures, Singing and Prayer. Mr P. said he did not think it well to walk immediately before the session commenced, for there is danger of not returning in season. if you do not before, you are confused and not ready to apply your mind to school duties.

There was a proposition laid on the table, asking for the school to be excused from composition, <sup>this week as it is the 4<sup>th</sup> July.</sup> Mr P. said he did not wish to press the matter, but <sup>withy completion</sup> that seems to be a point on which the Principal and young ladies are more at variance than any other.

I have thought of continuing the session on this day. (I did not think of this thing.) ~~It has been our Secy.~~

In regard to the observance of this day our teacher added he viewed <sup>the world</sup> differently from what he once did. My sympathies, said he, do not beat in the current they once did. The aspect in which the people stand is an anomaly. It seems



as if we were forgetting the great principles of virtue, integrity and sobriety which is the foundation of our Republic. Yes, it seems an anomaly, that the people will exult, say their wills, &c while one sixth <sup>part</sup> of the people are in bondage. Do not misrepresent these remarks I have made.

Subject given for composition.

"Of every inward pain and care  
Were written on the brow,  
How ~~Oh~~ many would our pity share  
Who raise our envy now."

The exercises have been in Astronomy, Abbott's Teacher, Review in Algebra. Half an hour's intermission and the first division attended to reading Sam. Worcester's Fourth Book. Would that we could always have such an exercise once a week. Practice is requisite to make good readers. The last half hour of the session the Botany class met; and had an exercise from Comstock's Botany upon Inflorescence; attended to the examination of a few flowers. This has not been the brightest & pleasantest day we have seen within the walls of our school room.

Towards evening Miss Bardick received four letters: one of them was from Miss Swift who wrote quite, to our surprise, that she had reached the Institution for the Blind, where she is engaged as a teacher. Heard also from Miss Drew. I anticipate with much pleasure a visit from our old friends, whose company we all have so much enjoyed. Last night, I forgot to mention

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I had a fine walk up Lincoln road with Mrs Pierce, Misses Pennell & C. Conner. One hour faithfully observed.

Thursday July 2<sup>nd</sup>.

The 22<sup>nd</sup> chap of Luke was read. The 35<sup>th</sup> & 8<sup>th</sup> verses were commented upon. Where our Saviour saith, "he that hath no sword, let him sell his garment and buy one" and the people saith unto Lord, behold here are two swords. And he said it is enough. Mr P. said some thought to reject these words was to be at warfare with the Christian religion.

On presenting the sword to our Saviour he said that is enough, I think this means enough of that, that is not what I mean, none of that.

Astronomy treated of the "figure and density of the earth." Geometry was quite a good lesson, explaining or rather defining what is meant by ratio & proportion.

Moral Philosophy was upon the nature of Civil Society. Spoke of the obligations of individuals to society and of society to individual members.

Miss Rogers read a letter to us she had received from our absent sister, Miss Sparrell. Her health is better than when she was here three weeks since, this is good news. She is going to take a trip to Cape Cod. Delightful time to go by the sea shore. hope it will benefit her health very much.

After tea Misses Spiller C. Conner & myself went "berrying" for the first time this season. Berries are hardly ripe though we found

as many as a quart of nice, sweet ones.

Study Hour observed.

Friday July 3<sup>d</sup>

Cool & unpleasant morning. Entered school at eight found a number vacated seats. Two of our number are affected with the teeth ache. they can sympathize & condole together.

Astronomy, Geometry, Algebra, Arithmetic, Nat History, Moral Philosophy have been the studies for this day.

The last mentioned was considering man as a member of society his duties as a member of a society, & the obligations of a society to an individual.

School visited this afternoon by Messrs Tidd & Simonds of this town.

The topic of conversation after school is the doings of tomorrow the Fourth. Have been over to see the tables set on the Common. After tea went in company with Mr Peirce & lady Miss Penhall to the common to see the Brass Band enter town; not more to see than to hear. For the music was inspiring. Mr Peirce observed that we might imagine this company to be Major Pitcairn's; as it is the same ground he passed with his troop when there were only seventy people on the Battle ground.

We then had a very pleasant walk up Bedford Road. On our return Mr & Mrs Peirce went into the Normal House and spent a short time with us.

Spent the night with Miss Almira Locke.

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Saturday, Fourth July.

awoke this morning and found it had been raining. This was very favorable as it cleared off and the weather was fine all day; not extremely warm as it often is on this day. About eight the Whig procession passed through town to Concord. It is supposed to be two or three miles in extent.

Vehicles of all kinds among which were two "big Cabins".

Passed most of the forenoon with the Misses Meriam, where I had a very good view of the processions of Ladies & Gentlemen, as they entered the meeting house, where there was an Oration delivered by Mr Merrick. The house was crowded, and so many were obliged to go away who could not obtain entrance.

Towards night the Procession returned from Concord. I have seen as much as I wish for one day. Though I have spent this time pleasantly yet I am very glad Celebrations do not come any oftener. Went on Normal Hill in the evening to see the Fire Works; but the distance is too great between here & Boston to permit us to see much. Here we met our teacher & lady. Spent a little while here & then turned our steps homeward. Would that I could erase from these pages my entries this week.

Sunday, July 5<sup>th</sup>

Delightful Morning. Mr Thurston preached at the Unitarian Church. Both discourses were from these words. For we know, that, if our earthly house of this tabernacle were dissolved, we have a building of God, a house not made with hands, eternal in the

heavens. 2<sup>nd</sup> of Corinthians 5: 1. The morning sermon was upon the views that different nations have entertained, in regard to a future state. Afternoon, upon the immortality of the soul.

Study Hour observed.

Monday, July 6<sup>th</sup>

A year today since I came to Lexington. Different feelings fill my mind this morning, from ~~what~~ <sup>what</sup> ~~at~~ <sup>at</sup> ~~year~~ <sup>year</sup> this day. "What painful thoughts the bosom swells," when we part from the friends of those whom we love: though it be only for a season.

The first recitation we engaged in this morning, was upon the "Moral Sentiments proper to man" found in Combe's Constitution. It was an explanation of the use of the different faculties, and to what they will lead if properly directed. Mental Philosophy, treated of "Basic Perceptions": their nature and kind, & modes of appearance. In the lesson we have learned today in Brigham, we find he thinks that cultivation of the mind is beneficial to health. Brings many evidences to qualify this assertion. The author would avoid attending to study to a great degree, till after the period of youth. Rhetoric & Ancient Geography the other studies. Session closed at two, though we had not attended to quite all our exercises. I do not know why, but this day has not passed so smoothly and pleasantly as many do, that we

pass together. — After tea, we at the Normal House, were invited by the Misses Meriam to partake of currants from their garden. This, <sup>invite</sup> we accepted with much pleasure —

Tuesday, July 7<sup>th</sup>

The Principal read a few of the last passages of the 22<sup>nd</sup> chapter of Luke. He <sup>also</sup> remarked upon the 70<sup>th</sup> verse. It was the custom among ancient nations to answer the question, by repeating the question; as, "Art thou then the Son of God?" "Ye say that I am." — A hymn was sung in the time "Coronation": Mr P. said he had many remarks to make, though they will be brief, they are nevertheless <sup>as</sup> worthy of your attention. Journals very well on the whole. Not so much matter as there is sometimes. Some need to pay more attention to chirography & punctuation. — You sometimes misunderstand my remarks, but I do not think this strange. This is a fault which is quite common to human nature. Little more gentleness of manner in coming in to the room, particularly after the school has come together. Preparation of lessons. — Our progress depends upon the preparation of individual lessons. If we would do this, we must make individual effort. I do not think it well to alter the present arrangement of study hour, as it is uncertain how long our present plan will continue. Combe's constitution was quite interesting; subject of the lesson "Sources of human happiness, & the conditions" as if longer. \* Can there be more than one cast?

requisite for maintaining it." Combe thinks our intellectual <sup>faculties</sup> are only capacities for obtaining knowledge, by exercise and application, and there have objects on which these powers, if rightly directed, will afford gratification. He thinks we enjoy much greater happiness than if we were endowed with intuitive knowledge at birth. This recreation was short, most of the time was spent in reading an abstract that was written upon it. The lesson in Mental Philosophy was <sup>a</sup> difficult subject to understand; so much the better ~~to~~ discipline for the mind. I suppose

Brigham today, thinks dementia among literary men is often caused by the influence of mental cultivation. Visited this morning by Messrs Gray & Burnstead.

They spent most of the forenoon in the Model School. In Rhetoric we finished the chapter upon "Taste." Found here a very good distinction between Useful & Fine Arts; also found how a good taste could be cultivated and improved.

I think it would be well for some of us in the Normal School, to take lessons of the Modelises in opening & shutting desks, moving books &c. were we in that school instead of this I fear we should receive more than one reprimand. — —

Miss Childs, D. Conner & myself took a walk after tea and procured a few flowers.

Wednesday, July 8<sup>th</sup>

Well I remember the occurrences that transpired a year from this date. It was then, that I first had my name enrolled as a Normalite. The Normal School then was consisted of three pupils, it is now increased to nearly thirty. I look back upon this time as the happiest portion of my life, certainly <sup>or than any other</sup> the pleasantest to be spent. Would that I had improved my advantages better, and could say "I have done what I could." This I have endeavored to do, but have feel short of it.

After the Introductory Exercises Mr. P. devoted a few minutes to remarks. 1<sup>st</sup> In regard to studying such works as Combe's Constitution, Physiology and Mental Philosophy & such branches. Begin and read the lesson over attentively from beginning to end, keeping the connection of the ~~parts~~ in the mind.

2<sup>nd</sup> Observing order in study hours. I understand a strict observance of study hours in the school room and elsewhere, to prohibit all communication of every kind, and in every way, whether by gestures or by word of mouth.

Some think it is best not to have rules because they will be broken. Where there is no law there is no transgression, where there is no transgression there will be no sin. What if Gods laws should be banished? Then there would be no transgression of laws, but human nature is not so perfect but there would still be sin. Mr. P. answered ~~to~~ a query, are observations made

on the solar system in the daytime. Classified observations were made on the sun & planets in the daytime.

We recited in Combe's Constitution. Quite a good recitation. These abstracts were read. — Then Mental Philosophy and Abbott's Teacher. The last was upon Moral Discipline, a topic for conversation we made it. Misses Stodder, Damon & Easter brooks visited us this forenoon. Half an hour's recess and we assembled in the lower room to attend to our lesson in Botany.

While I was sitting here, I heard footsteps approaching, the door being opened I turned my eyes to look, to my surprise who should I see but a dear Uncle, whom I have not seen for two years. I left the room rather unceremoniously seems to me. Uncle J. — did not stop long, but I enjoyed the time very much. ~~readily~~ ~~enquires~~ ~~about~~ ~~my~~ ~~friends~~ ~~at~~ ~~that~~ ~~spot~~, dearer than all others on earth to me. At two about two he left, <sup>being</sup> unable to stop longer, as he was obliged to be back to take the cars at Woburn, at half past two. I anticipate the vacation, which is five weeks from today, with much satisfaction. ~~much pleasure I expect much~~

This has been a happy day to me. — — — — —  
Thursday, July 9<sup>th</sup>

This is the fourth morning this week it has been unpleasant but generally, the day has been bright & clear, though often warm & sultry. So it is today. Miss O. Connor left us this morning for a few days; has returned home to meet her sister

who has been absent some time.

The first division attended to an exercise in Abbott's Aberration. Subject the manner in which we receive knowledge on the evidence of testimony. Mr P. did all the reciting that was done, mentioned some of the topics touched upon in the lesson, and enlarged upon them. One head was to consider the nature of the two kinds of events viz, marvellous and miraculous. The former differs in all its relations from every thing we had known before, yet is not contrary to known principles. The latter implies something entirely unknown to man, and opposed to any uniform course of nature. Our teacher observed if there was any truth in universal magnetism, he should consider it as miraculous, <sup>something to be</sup> be classed with miracles.\*

Question submitted for our consideration, was the following Upon which can we better depend to direct us in the path of duty, The inward workings of our own consciences or the teachings of the Holy Scriptures. Commenced the fourth chapter in Combe which treated of the "application of the natural laws, to the practical arrangements of life" Question given in this lesson to think upon, was, What will be productive of the most happiness, to be endowed with intuitive knowledge upon subjects or to have powers & capacities given, with objects to exercise them upon. In the one case we should be in possession at once of all information to be desired; in the other, if we attained the same point as in the first case, we should be obliged to

\*Respect about this.



tool & labor day by day. The other exercises as yesterday. About sunset as I looked out upon the western sky, I beheld cloud after cloud, skirting the horizon, tinged with the hue of gold. Soon after the sun appeared like a ball of fire sending forth his dazzling rays to greet our eyes. Finally we heard the peals of distant thunder and saw the flash of lightning: then followed a sweet, refreshing shower.

Friday July 10<sup>th</sup>

Fine morning it is so cool & pleasant.

After Reading Mr P. remarked that this, "they were with one accord in one place, and were with one accord praising God", had always struck him as a beautiful feature, in the religion of the early christians. Prayer should always be engaged in with one accord, one heart.

The morning lessons for the first division as usual: were interesting and well recited. Mental Excitement was the remaining part of the last chapter upon, "mental cultivation producing dyspepsia". Some refer this disease, dyspepsia, to overeating or eating of improper kind of food: but Brigham thinks differently. He speaks of insufficient supply of food, as often the cause of disease among children. Mr P. says he thinks <sup>length</sup> it does not depend upon any one of these <sup>causes</sup>, exercise, proper kind & quantity of food: a due supply of mental activity, not one but a proper observance of all these. He said most have

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these hobbies; and here gave an anecdote of a President of one of our Colleges, who is a great advocate for exercise. If the students were sick, he said it was from the want of exercise: so always if there was a vacant seat, this was the cause. One of the students being absent, he inquired the cause, and was told the student had broken his leg. Upon which he said, from the force of habit, it is for the want of <sup>exercise</sup>. We are to review Brigham by writing abstracts: each one is to take a separate chapter. Rhetoric & Ancient Geography were attended to. At the close of the session our teacher said so far as lessons we concerned, I do not know that I have any exception to make. - Not very creditable surely that we should be deficient in the department of order: if not quite, we should I ought to be nearly perfect in this thing. Study Hours interrupted by a call from Mrs Stoddard. Misses Rogers Penwell & myself retired to our chamber, and devoted our hour to study. Not without communication for this could not well be done.

Saturday July 11<sup>th</sup>

Mr P. remarked in connection with the Scriptures, that the preparation day was the day previous to the Jewish Sabbath, corresponding to our Friday. It was called preparation because everything was made ready for the Sabbath. We listened to a lecture upon Physical Education, soon

after the devotional exercises. As we have had some encouragement of having this lecture to copy. I shall not write the notes I took, as I much prefer the whole to a part, especially in this case. After this, a part of the young ladies read compositions which were quite good. Then read from the Scriptures, and Abbott's Teacher. The latter was quite interesting as it called forth some remarks.

Our teacher suggested the importance of having everything connected with and around the school room pleasant & agreeable. Said he, I do not know a better sight than to see a school-room hung with pictures; some may be of a historical nature. And from these, history may be taught much better than from "compends." Recrossed a half an hour and the calves met in Botany; then went above and attended to Grammar and the discussion, upon the question, "Is the celebration of American Independence, as observed in our country, calculated to promote the virtue of our people, and the perpetuity of our government?" A majority were in the negative.

This week study hours have been observed with two exceptions and the one before mentioned. I hope there will be some one week, that I shall not be obliged to make exceptions on this point.

These weeks journal ~~notes~~ have cost you considerable time - it is very well

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The Reading Society met this evening. The work read from was the "Maiden" by Rev Mr Suggs. The subject was female influence. Visited by Misses Stoddard Samson Nelson Locke & Davis. also Messrs Stoddard & Nelson. We received and read a letter from our teacher who gave us some advice upon

Sunday, July 12<sup>th</sup>

Fine day. Rev Mr Thurston discoursed to the people at the Unitarian Church. Morning text found in 14<sup>th</sup> of Romans. "For none of us liveth to himself, and no man dieth to himself." Afternoon.... Acts 10<sup>th</sup> & 34<sup>th</sup>. "God is no respecter of persons." Notice was given from the desk, that there would be a Temperance Lecture on Friday Evening, by Dr Jewett of Providence.

Monday July 13<sup>th</sup>

School opened with the usual Devotional Exercises. This is our week for Mathematical Studies. I think the course of last the most interesting. My organ of number is small, and I fear, for that matter, it always will be. Astronomy, Geometry morning recitations. Algebra & Arithmetic forenoon - generally quite well performed. Afternoon, Moral Philosophy and Nat History. The former was considering the nature of

"Civil Society" and the obligations it imposes. Wayland has been speaking under this head of society as an institution of God, and has brought many evidences to establish the fact. Nat. History we are reviewing by parts. Attended to Constituent today. I believe this day's performance has been quite to our teacher's satisfaction. Would that it could be so every day.

Tuesday, July 14<sup>th</sup>

Journals returned. Mr P. expressed general satisfaction both to kind and degree of matter they contained. Thomas are some of them quite good. He made remarks upon various topics. First, do not study too much. There is danger of running into this extreme, as well as the opposite, of studying too little. There is no study in the whole course that requires to be studied two hours, unless it be sometimes a difficult problem in mathematics. Some of the young ladies of the second division complain of the study of Physiology, that it is difficult and uninteresting. Not uninteresting to know the plans of your being, and the nature of your physical frame? The cause of its difficulty may arise from not being accustomed to the present mode of recitation. The cause of the many aches and pains on this hand I think is to be traced to the violation of the physical laws.

Mr P. then said, now I have come to my trial, all that I have before said has been pleasant. When I come to

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find fault then comes my trial. Went on to speak of the improper observance there was of study hours, both in & out of the school room. And of another fault that is still worse if anything <sup>than</sup> the other: that is, reciting with reference to notes, and even with the books open. Oh, deception this.

I think my conscience never pleaded guilty to this thing, at least since I have been here. What sorrow, pain & care are we bringing on our kind teacher, after he has been wearying & exhausting his strength for our improvement and advancement. And are these our returns for all this? I have broken study hours out of school. Had I not, it would be a source of gratification. Mr P. added all this was from the want of a little self government, if this was secured all would be right. He told us how we might secure order at all times, viz, by acting with one accord, with one accord. After these remarks we attended to a recitation in Astronomy. Began the second chapter upon the Apparent annual motion of the sun, also the method of ascertaining the position of the earth's orbit. Geometry omitted. Nat History upon the "Senses." While the second division were attending to punctuation, Mr P. said some would punctuate their writing without regard to the sense, put a stop here & there, wherever it happened. and in this connection <sup>he</sup> gave an anecdote of "Lord Dexter" of Newburyport, who was rather an eccentric character. He published a very curious book,

his style of writing was very singular, would introduce a capital in the middle of a word and not put them in where they should be. At the end of the book he devoted a page to stops & marks, periods, colons, semicolons, & commas. Said he did not want these, if any one did they might use them. Session closed at 2 P. M.

In the course of the afternoon we had a shower which was quite reviving after the heat of the day. It was only a little shower, but it forcibly suggested to my mind the words our teacher repeated this morning,

"What if the little rain should say,  
So small a drop as I,  
Can ne'er refresh the fields -  
I'll tarry in the sky?  
What if a shining beam at noon,  
Should in its fountain stay,  
Because its feeble light alone  
Cannot create a day?  
Doth not each rain drop help to form  
The cool refreshing shower,  
And every ray of light to warm  
And beautify the flower?"

An apothegm given by one of the young ladies. He who is good when surrounded by invisible witnesses, is presently

so, when surrounded by visible ones. One other given that I have not retained. Mr P. said these ought to make us wiser and better.

Wednesday, July 15<sup>th</sup>.

After the school were called together Mr P. said it was well for all to take part in the Introductory Exercises. So he appointed Miss O. Connor to read to us from the Scriptures. After the reading Mr P. made a comment upon the 1<sup>st</sup> verse of the 1<sup>st</sup> chapter of John.

Astronomy was upon "the change of seasons. It depends upon two causes, "the obliquity of the ecliptic" and the earth's axis always remaining parallel to itself." This was quite an interesting as well as instructive lesson. We learned if the ecliptic was perpendicular to the equator, that the sun would pass to the north pole & to the south, and there would be no particular portion of the earth to denominate the torrid zone; but there would be extreme heat in all parts when the sun was there and freezing cold at other times in all parts. There would not be time enough for the tropical fruits to ripen. We should have a rapid transition from heat to cold. How much preferable is this present arrangement than any we can conceive. Attended to a review in Geometry. These two lessons occupied

most of the time for the first division. Reces and the class in Botany met. Last lesson was a review of the first twelve classes, together with a part of what is said of the "pericarp."

The remainder of the session occupied was devoted to the reading of the first division. Very warm day.

Evening. Had begun study hours and all were engaged, when Dear Miss Sparrell entered the sitting room. We were so much surprised, as well joyed to see her that we of course broke study hours. We had a little chat, and then returned to our lessons for the remainder of the hour. This is much more satisfactory than to have given up the whole evening —

Thursday, July 16<sup>th</sup>.

Miss S. Johnson read to us from the Scriptures.

Apothegm given by Miss C. B. Locke. "The injuries we do and the injuries we suffer, are seldom weighed in the same balance." Our teacher gave this, "There is no imagination woe that man can endure, that will not take hold of God by prayer. Astronomy was upon the figure of the earth's orbit, and as interesting as the last lesson and not as well recited by all as that. The <sup>first</sup> class in Algebra took the 37<sup>th</sup> Section. "Roots of Compound Quantities" for their lesson today. I did not perform satisfactorily either to myself or <sup>my</sup> teacher. In Nat History we had a brief review of the "Senses &

Infancy." Moral Philosophy had the remainder of the chapter upon Civil Society.

Yesterday was hot, but today is hotter. The thermometer has been up to 96°. Not so favorable weather for study as it has been weeks before. Between sunset & dark took a short walk in company with Misses Locke & C. Connor.

Friday, July 17<sup>th</sup>.

Scriptures read by Miss C. W. Hyman.

Miss Davis gave the following apothegm. "He who pleases no body, is not to be so <sup>much</sup> pitied as he who no one can please. Miss Kimball — "He is truly independent, who does right under all circumstances." As this Mr. P. added — "The Bishop of London, who had the cure of William Penn, said to him, if you do not retract your heresy, I will imprison you for life. Penn answered, then the prison shall be my grave. The exercises today have been Astronomy, Geometry, Algebra, Arithmetic, Nat History, Moral Philosophy. I did not have a good performance in Geometry though I devoted much time to the preparation of it. School visited by Mr Davis of this town and Dr Jewett. Just before the session closed Mr P. said, he would tell us how we could best keep comfortable in hot weather. I am older said he, and have lived more hot summers than you have. Use a New England phrase, you fuss about too much to be the most



comfortable. It is best to keep entirely still, this may be rather tiresome at first, but you will soon get over it. Strictness in this, and as well as in many other things is the secret of success. Spent most of the time after school in writing. In the evening nearly all the Normalites attended the Temperance Lecture, given by Dr. Jewett. I was quite interested, wish there had been more to <sup>have</sup> heard it. The Lexingtonians proceed with slow and cautious steps in the temperance cause. Dr. J. said this cause rested on four pillars, Example, Truth, Ridicule and Law. As for the last, he thought that might as well be struck out. After this he went on to tell how the object was to be accomplished by each of these. He gave some account of his own past experience, and told how he was induced to lay give up all intoxicating liquors. Dr. J. thinks cold water was designed as the drink of man. (What is better). In this connection he referred to the passages in the Holy Scriptures where it says Sampson's arm was cleft, and water gushed forth to quench his thirst. If the Supreme Being had wished he could have caused wine to come forth. One astounding fact was mentioned that there are 5000 drunkards within this Commonwealth. What misery is continually induced by the sale of ardent spirits --

Saturday, July 18<sup>th</sup>

The Scriptures were read by Miss Spiller. These words were contained in the portion read "An Israelite indeed in whom is no guile." Mr. P. said what a commendation in few words. Sentiment given by Miss Howe, "Never do a thing of which you doubt the propriety, unless you equally doubt the propriety of not doing it." Our teacher said it was an ancient saying that folly hath a corner in the brain of every man. He added it should be the work of the educator to find out this. Mr. Peirce gave us a lecture upon Physical Education. Previous to commencing it he made a few remarks relative to this subject. I do not expect we shall make practical physiologists, but when I see so many of my pupils prostrated, and so many vacant seats I think a knowledge of a few general physiological principles would prevent much evil. After the lecture we had a lesson in Abbott's Teacher, Reading of Compositions and Discussion. In the last we tried a new plan recommended by our teacher a few days since. Each one wrote what she pleased upon a slip of paper, and the papers were collected and read by Mr. P. The author's name was unknown. This was quite interesting to me. The subject written upon was, "Ground & reason of failure in schools." At half past eleven, those belonging to the class in B. A. many were excused from the upper room. At 12 session closed for

the day. Study Hours have been faithfully observed without communication in any way all the week.

At noon our friend Miss Swift arrived. We were all very, very much pleased to see her. It almost seemed like lost weeks to see her here. How many pleasant associations are constantly arising in the mind when we meet our old school mates.

Passed the afternoon very agreeably.

Beare well Journal. If I have another, I hope it may bear examining better than you do. ---

### Introductory Remarks.

#### Questions on Combe's Constitution of Man.

Explain the difference between instinct and reason—

Is man possessed of both faculties?

Are any of the inferior animals?

How does man exhibit instinct?

To the possession of what faculties in man must we attribute the perversion of his animal powers?

How is the successive creation of animals reconcilable with the Mosaic account of creation?

The Power of controlling nature, and of accommodating his conduct to his course are called the direct results of man's rational faculties. To what must we attribute a similar power which some

of the inferior animals possess?

Are there any indications <sup>that</sup> the New Sea, mentioned on page 13<sup>th</sup> is approaching? &

What are the predominant faculties exhibited by our nation at the present time?

If human nature, and the external world are adjusted on the principle of favouring the development of the higher powers of the mind, how is it that they have not been so developed?

Would the ignorance of man in regard to this constitution of things hinder their operation? or, in other words, because he does not see that his nature and the external world are so adjusted, will they therefore not develop his higher nature?

Do the Scriptures give any support to the prevalent opinion, that the physical laws are often suspended or changed in order to effect God's moral purposes?

Will a full, clear, practical acknowledgment of the distinct operation of the moral, physical and organic laws, increase or diminish our reverence to God?

Do those who acknowledge the truth of revelation, also believe <sup>that</sup> what is wrong in reference to a future life is also wrong in reference to this? and what is wrong in reference to this life is also wrong in reference to a future?

An old lady at this point

1. How upon physiological principles can we account for the longevity of the human race in the early ages of the world?
2. Or (in ~~an~~ another form) On physiological principles how do we account for the shortness of human life compared with its duration in the early ages of the world?
3. Is a high cultivation of the intellectual faculties, without the moral, favorable or not to the observance of the natural laws of the constitution—?
4. To the possession of what faculties must we attribute it that man more frequently violates the laws of his physical and organic being, than the lower animals—?
5. The maps of mankind are now and probably ever have been greatly ignorant of the laws of their natural constitution, in consequence of which they suffer innumerable evils. Had they means of information? if so why did they not use them? If they had not, how is the benevolence of the Creator manifested in making them subject to laws which they had not the means of understanding?
6. Is there any thing in the structure of organized bodies, from which we should reason, a priori, that they could not continue to exist indefinitely—like unorganized substances?
7. As the brain is an organized substance, is it not necessary to the enjoyment of health that be properly exercised?
8. Why do most Physicians reckon an organ in the brain for each of the external senses, if they are intellectual faculties?  
\* Whiston's requirement      Some difficulty

9. Are violations of the organic laws so immediately, invariably & evidently followed by punishment, that ordinary & reflective persons can trace the connection between cause & effect—?
10. Is it in civilized or savage life that the temptations to disobey these laws will be most frequent—?
11. What will be the effect upon society when temptations multiply faster than knowledge on this subject—?
12. Where there is sufficient knowledge, what state of society is most favorable for an observance of the organic laws of life & health?
13. Will there be any instance where the natural laws are observed?
14. Will there be any pain, if all the natural laws are observed?

Chapter 2<sup>nd</sup>

- Section 2<sup>nd</sup> 1. Because man can live on the productions of all the different regions does it necessarily follow that they are adapted to his whole constitution as possessing an intellectual and moral as well as animal nature?
2. Did the Creator endow the Frenchman before hand "with a native sign of body", to enable him to live without animal food? Or, if not how is it that he possessed it—? Should we not expect, if the case of the Hindus be true, that the French would also be deficient in muscular power?
- 3<sup>rd</sup> Section. If the constitution of nature is in harmony with the supremacy of the moral and intellectual powers, do that men

secure the highest happiness when under their control, how is it that they have failed to perceive and act according to this truth?

Section 4<sup>th</sup>. 1. In making the collective dictate of the highest minds to which constitute the rules of conduct, is not the office of Conscientiousness nullified?

2. - Are we not rather bound to get all the light we can, and then act according thereto?

3. - Does not Philoprogenitiveness seek the good, or the imagined good of children? -

4. - Is it when acting alone purely selfish?

5<sup>th</sup> - When the mother sacrifices her health and even life to preserve the life of her offspring, is it to gratify her adhe-  
siveness or her benevolence?

6. - When a person is endowed with small moral and large intellectual and purely animal faculties, would it be for his best good highly to cultivate his intellectual?

7. - What danger might be apprehended?

8. - What good might be hoped?

9. - Would it be right for a person to act contrary to the dictates of his own conscience, in obedience to the opinions of the wisest and best men? -

### Chapter 3<sup>d</sup>

(26)

Does not the miser take pleasure in possessing, as well as in acquiring property? If not, why does he hoard it up, and deny himself the use of it? -

### Chapter 4<sup>th</sup>

A fundamental principle of Combe is that activity of the faculties is synonymous with enjoyment of existence - will the aged whose faculties are less active than the young, be necessarily less happy?

If this be true, does it not cast a shadow over the prospect of advancing life? -

Does it seem the result of a benevolent ordination of things that as life is lengthened happiness is diminished?

### Chapter 5<sup>th</sup>

Is it a generally received opinion that the mind like the body, becomes weak & unable to put forth any vigorous effort, in consequence of long inaction? Can a person enjoy as good health when the moral sentiments & intellectual powers are not exercised as he can when they are?

Page 165. How came the Charibs & New Hollanders to have a brain so formed? Was it not by hereditary descent? If the first human pair had well formed brains, and all their descendents, how could a race ever become so savage as the Charibs & New Hollanders? -

Are we to understand that Death, except in cases of violation of the physical or organic laws will not take place till old age has worn out the system?

Page 226. — Are not erroneous views prevailing even in our country in reference to improvement in machinery? — Are there not some very important views to the Fed-erator suggested on the 230 page, on the slow yet certain progress of improvement? —



As individuals differ in their capacities, countries differ in soil & climate; and this difference leads to infinite variety of fabrics & productions, artificial & natural. Commerce perceives this diversity, & organizes a general system of exchanges, the object of which is to supply the greatest possible amount of want & desire & to effect the widest possible diffusion of useful & convenient products. The extent to which this exchange of products is carried in highly civilized countries is truly wonderful. There are, probably, few individuals in this assembly who take their morning's meal this day, without the use of articles brought from almost every part of the world. The table on which it was served was made from a tree which grew on the Spanish main or one of the West-India islands, and it was covered with a table-cloth from St. Peter'sburgh or Archangel. The tea was from China, the coffee from Java, the sugar from Cuba & Louisiana, the silver spoons from Mexico & Peru.

It has been said that the bee & the spider extract honey & the spider's web, from the same flower; but perhaps with greater truth may it be figuratively affirmed of men of different dispositions, for whatever be the condition of the joyful or the self-indulgent, the cheerful man finds the prevailing feeling of his mind reflected back upon him, as he is affected from all the varied phenomenon of the seasons. As the eye of the painter or the poet is guided to scenery, in every landscape, the subtle elements of his creative art so does he, by a seeming intuition, by an almost unconscious alchemy of the mind, select from the circumstances of every passing season, all that is fitted to compensate his gradual depopulations, & to inspire that tempered gladness which is his object to attract. The winds of winter may blow wildly over the ravaged earth, & howl the departed glory of the year; the sunbeams may be hid from all eyes

in thick & cloudy, then the cloud & snow may be  
or distant and distant, then the sun may be  
in the midst of the clouds, then the sun may be  
for all the clouds, then the sun may be