

Early in July, upon an invitation by this Board, Professors Newell and Leakin visited this County for the purpose of holding a Teachers' Institute. Although the Institute was held during vacation, when many of the teachers were absent, seeking relaxation, and at a season of intensely hot weather, the attendance of the teachers, which was purely voluntary, was large, and consisted of our most zealous and competent men and women. As the purposes of these meetings were not clearly understood, and the manner of conducting them entirely understood, to both the people and teachers, some were disposed to regard them as mere novelties of a new system, designed to cajole them into an appropriation; others looked upon them as stated opportunities for visionary professors to give air to their theories of education, or their methods of instruction, or it may be, to introduce a new series of Text-Books in which they had a pecuniary interest; and yet others expected long homilies on pedagogical methods, morals and manners, or *magnificats* with the finest rhetorical modulations in praise of education, or eulogies upon Cadmus, that apostle of letters to Greece, or upon Galileo, that martyr of science, or those fathers and doctors of more modern times Pestalozzi, Doctor Arnold, Horace Mann, or some other saint of our school hagiography—all interesting, but futile subjects. Upon assembling, however, it was soon learned that the proceedings were to be of the most practical character, and discussions in which all were to engage were to take the place of long and learned disquisitions. The Institute was opened daily with prayer by one of the clergy of our town, and by the reading, afterwards, of a short pertinent extract, by one the teachers. The subject of the day was then introduced by the Professors, such as the best method of teaching children to spell, to read or to write, or the proper use and the abuse of Text-Books; the value of oral teaching; the use of the black-board; school discipline, school offences and school punishments; school organization, with reference to classification, and the time to be devoted to the hearing of lessons. The teachers were called upon to give their views and state their own plans; and after the subject had been very thoroughly discussed, the Professor gave his own summing up, and laid down what he deemed to be the law, or rule of conduct. These discussions are always earnest and animated, and I feel sure that many teachers who were present were pleasantly surprised to find that what they had themselves been doing met the approbation of those who were their elders in the profession, and had made all systems their study. Their discussions also showed that we had men and women capable of thinking for themselves, ingenious in expedients and plans and able in the execution of them—any thing else than the traditional routine teachers. They showed too that the best