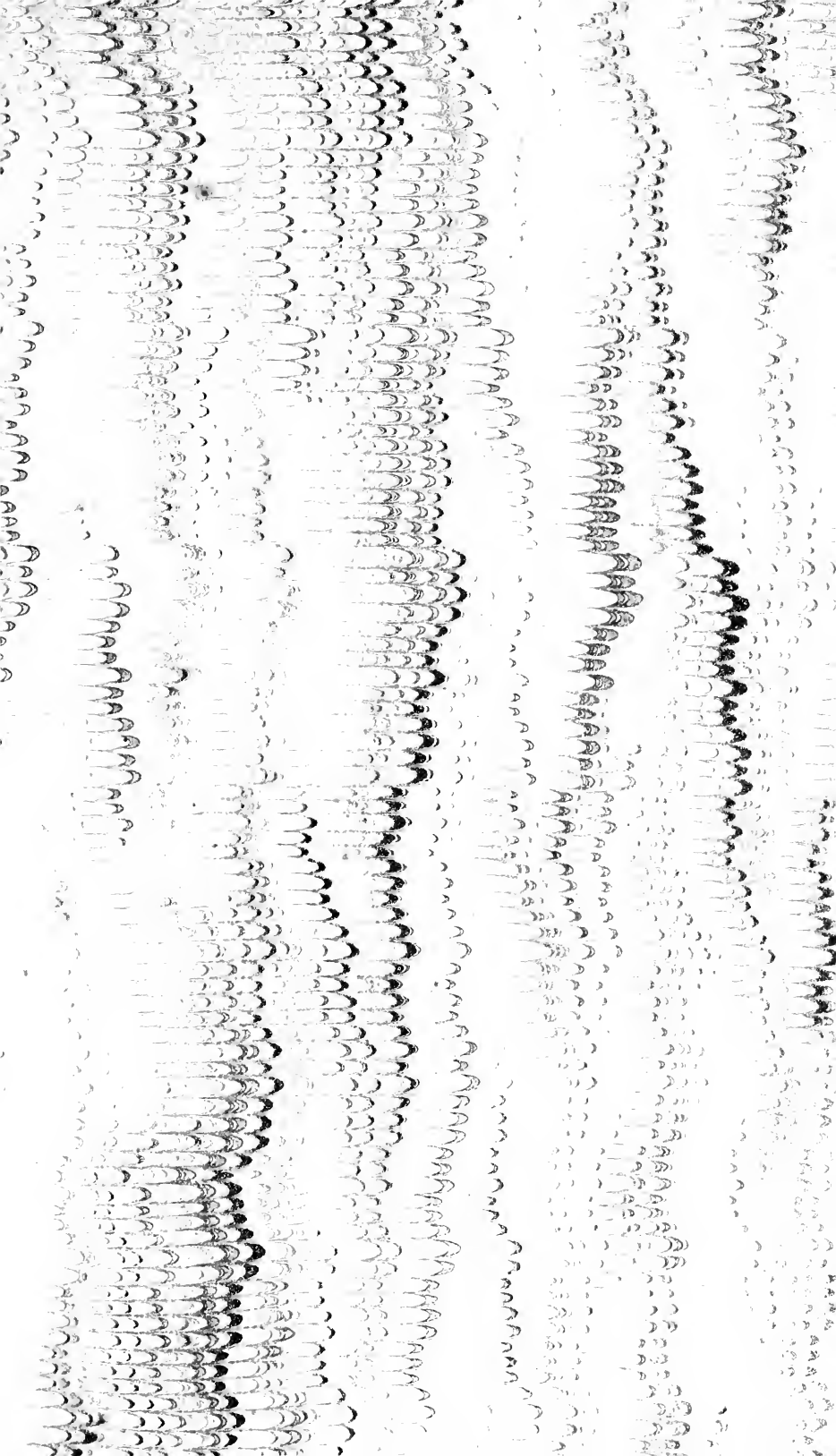
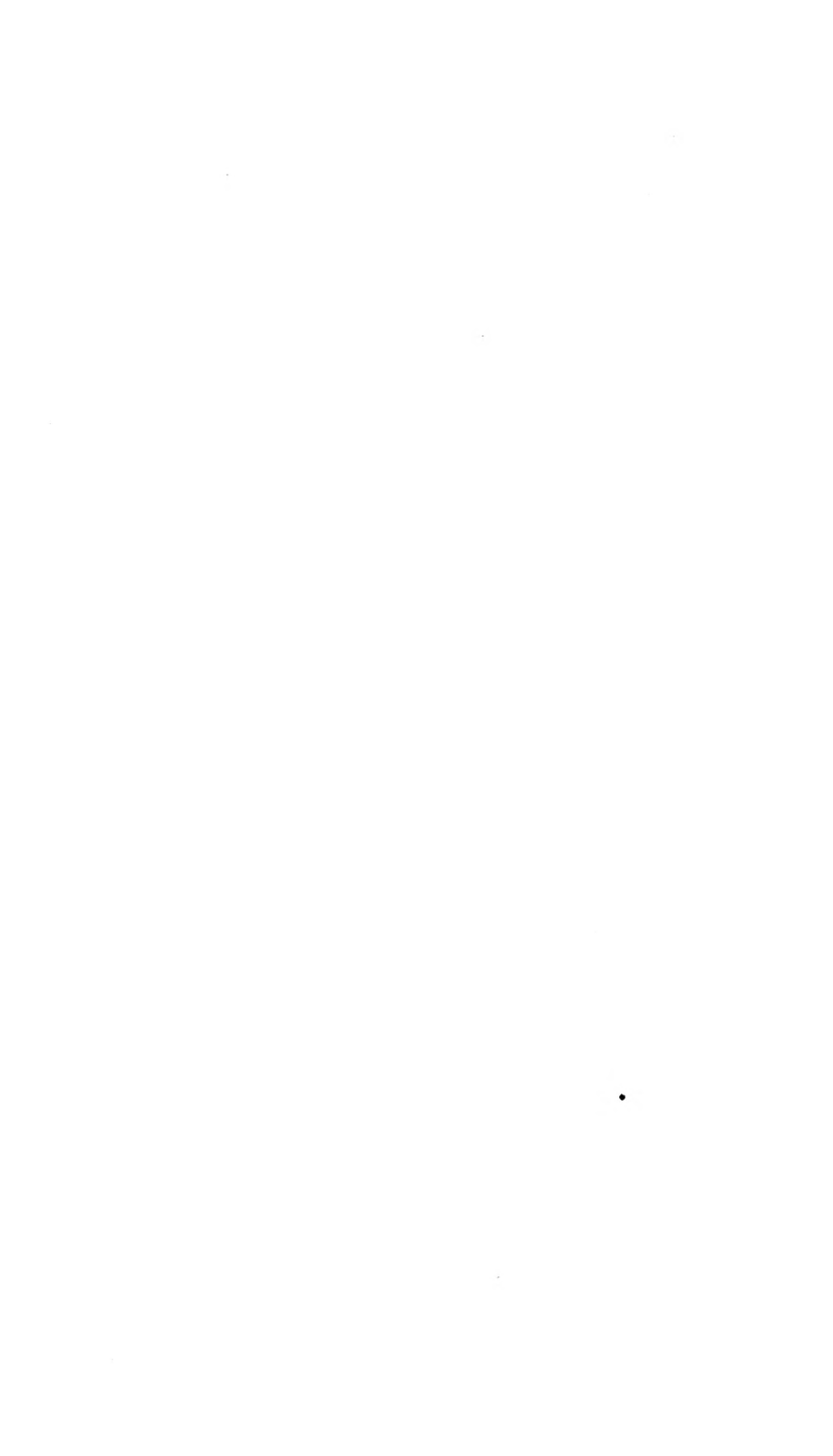


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REMEMBERED EVENTS

Concerning the Life and Services of

Benjamin Brown Thompson,

As a Teacher of

Common Schools, Academies, Institutes
And Popular Singing Schools,

In New Hampshire and Massachusetts, for nearly half a
century, or from 1827 to the year 1875.

With Brief Notices of Persons, and Sketches
of Places where He has Taught.

Compiled by JOHN W. MOORE.

“ To know
That which around us lies, in daily life,
Is the prime wisdom.”

EXETER, N. H. :
WINGATE & DUNTON, PRINTERS.
1877.

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To
My family, my friends, and my very many respected pupils,
now scattered and settled
in nearly every State of the Union, some of them
holding positions of trust and responsibility,
I take pride in dedicating these pages :
I believe that they
have not forgotten their old teacher :
I cherish warm recollections
of my schools and scholars :
I have watched their progress and prosperity :
My interest for the welfare
of my pupils
will continue unabated through life.

~~~~~  
“ Left much alone, in these late empty years,  
Life, (starved and dwindled,) tells its old tales o'er,  
And, like the wind, the Past sings in mine ears ;  
But, like the wind, goes by.”

I believe that one of the chief sweets of memory is drawn from the melancholy which follows in its train : in my lonely moments of meditation, the union of tender memories, cheerful and regretful, bring forth an offering of tears, the children of thought, soothing and sorrowful in their influence upon the mind. Whilst with regret I look back on the past, I can also look with bright hope to the future. It is a part of my nature to love the future, with its promises, as well as the past, with its recollections. Deep, deep goes the song which guides me up the mountain from whence I can look upon the distant landscape through which I have wandered. Imagination sometimes takes me there, and I feel the gentle summer breeze sweeping over the pleasure grounds, as it fans my brow ; though it does not always bring to me the full fragrance of the flowers ; but I can keep a leaf, or something in the form of a memento, with which to link the joys of life. The many friends who assisted me in obtaining and managing my many different day schools, and music schools, can never be forgotten ; and the thousands of pupils who made my several schools so interesting and creditable, are yet fresh in my memory. I have seen many of them as distinguished citizens of various states, and some of them, I am happy to say, are to-day among the most influential and useful men and women of the states where they have since resided. I greatly rejoice to know of their prosperity.

BENJAMIN B. THOMPSON.

## P R E F A C E .

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I wish simply to state that I have been repeatedly urged, within the last few years, to write a history of my many schools, and my connection with them, on the supposition that such a work would have an extensive circulation among my many pupils and personal friends. I have at length consented to employ a gentleman, [Mr. John W. Moore, of Manchester,] to chronicle some of the "REMEMBERED EVENTS" concerning my life and services, as a teacher of Common Schools, Academies, Institutes and Singing Schools; interspersed with Remarks concerning School Teaching, and Music Teaching; with some brief notices of persons and things in the various towns where I have had schools; and by particular request I have consented to the publication of some of the ADDRESSES delivered by myself at the close of my schools, upon the subject of Music. From the opening of my first day school, in 1827, it has been my ambition to keep a *good school*, and where it was possible to do so, to introduce Music as a branch of common school education. I have lived to see the ideas I tremblingly advanced, in the early days of my teaching, fully endorsed by the best living educators and teachers; and to know that Music is now one of the regular branches of study in most of our Academies, High Schools and Institutions of Education,

and that it is also taught very generally in the most successful of our common schools; while it is safe to say that nearly all can now learn to sing with about the same effort necessary to be made in learning to read.

When I commenced teaching there were, comparatively, few advantages for education; and our school books were less useful and less in number than now; pupils, at that day, were under the necessity of studying more hours than now to obtain a given amount of knowledge. I early learned some principles of teaching from Master Hersey and from Dr. Moore, both eminent instructors in my native town, which, I believe are worthy of remembrance by *all* teachers. The learning we acquire at school is but the beginning of education; and because we have left school our education is not complete, but only begun; for what we there may have gained we must yet learn the application and practice of in all the requirements and duties of life. After leaving school we must commence the most important part of education—self education—the applying what others have taught us to the teaching ourselves, the carrying on what others have begun for us to our own and others' improvement. When we come out from the school room, true education begins; for whatever a man or woman learns by experience, is better known than what is learned from others. I do not mean to say that the help and advice of others is to be disregarded, for we must use *all* the aids that men and books offer, at all times; but we must, after our school days, set ourselves at work upon ourselves; that as children we no longer depend upon others to teach us, but that we strive to teach ourselves. When we were young our food was provided for us, but even then we ate and digested it for ourselves; and after this comes the time when we must not only do this, but we must earn it also; we must

acquire it for ourselves; and in so understanding and in knowledge become men and women; then, possibly, if called upon to do it, we may become qualified to teach others.

I was taught that activity is the law of childhood; we must accustom the child to do; we must educate the hand; we must cultivate the faculties in their natural order—first form the mind, then furnish it; begin with the senses, and you need not tell a child what he will discover himself; reduce every subject to its elements; one difficulty at a time is enough for a child; proceed step by step; be thorough; the measure of information is not what the teacher can give, but what the child can receive; let every lesson have a point, either immediate or remote; develop the idea, then give the term and cultivate the language; proceed from the known to the unknown, from the particular to the general, from the simple to the more difficult, follow the order of nature; matter first, next method; terms and information must be carefully distinguished from ideas developed. Ideas are developed by addressing the senses directly, by comparison, by experiments, and by addressing the reason. All means of illustration should be clear, ample and satisfactory to the pupil, who should never be left in doubt. I believe that any conscientious teacher of common ability who will observe these teachings will succeed and always have a good school. My own experience has shown me that without observing them I should have failed both as a teacher of common day schools and of singing schools.

In the following "*Remembered Events*," I claim no credit as a writer. I should never have attempted this little work, but by the repeated request of my friends, who, in September, 1876, gave public notice of a "*proposed re-union*" for the purpose of preparing some sort of testi-

monial for me. In the discussion concerning the memorial meeting, it was suggested that some account of my life and services as a "*veteran teacher*" would be very acceptable to my friends and pupils; and that the most fitting testimonial would be the production of the book which has in consequence been prepared; the proceeds from the sale of which, after defraying expenses of publication, will go to form a pleasant memorial for myself.

For the interest my friends and pupils have ever manifested for my welfare, I here express my heartfelt thanks. I trust they will receive this little volume with my best wishes, that the few *recollections* here recorded may at least remind them that I have never forgotten my schools or scholars; nor have I lost sight of the places and the ancient landmarks which helped to render them dear to me; neither have I failed to remember the many warm friends who assisted me in obtaining the schools which I have taught. My mention of *persons, places and things* is brief; it has been made from memory, and may not be as perfect or full as it might have been, had I ever contemplated the publication of anything of this kind. The first intimation of the efforts of my friends came from reading the following editorial notice, which appeared in the *Manchester Daily Mirror*, September 9, 1876:

"PROPOSED RE-UNION."

"Mr. B. B. Thompson, of South Deerfield, a veteran teacher, reaches his seventieth birthday, on the 11th of October next, and it has been suggested among some of his old pupils that a gathering of as many of them as possibly can do so, meet at a convenient place, and that some sort of testimonial be prepared for him. Mr. Thompson commenced teaching in 1827, and continued at it till 1875, teaching both common schools and singing schools. He has taught public schools in nineteen different towns, and singing schools in twenty-five, all the way from Rye to New London. Among his pupils who are interested in the proposed re-union, are—Hon. John D. Philbrick, Superintendent of Schools in Boston, Mass., and B. L. Cilley, Esq., of Exeter Academy, N. H. The arrangements for the affair are not yet matured."



The following notice appeared in the "Mirror" newspaper of Manchester, N. H., October 5, 1876 :

"A RE-UNION of the former pupils of B. B. Thompson, of South Deerfield, both of singing and day schools, is to be held on his 70th birthday on Wednesday next, Oct. 11th, at the town hall in Exeter, at 10 o'clock A. M. Hon. John D. Philbrick, of Boston, Prof. B. L. Cilley, of Exeter, and others will be present and make addresses. All of Mr. Thompson's pupils are invited to be present."

The above notices, and the general desire, later expressed, that I should publish a history of my schools, induced me to procure written the "*Recollections*" here presented. I have taught many schools; and for five terms served as the teacher of music in the School Institutes for the education of school teachers. An estimate made, averaging my pupils at the number of only forty in a school, shows that I have had at least *five thousand* different pupils in my day schools and singing schools. The number is large at this estimate; but some of my schools had an attendance of more than double the number estimated; and in many schools I had from sixty to one hundred scholars; many of my singing schools numbered a hundred pupils. I was fortunate in having good schools; and so far as I ever knew, the good will, not only of the scholars but of the parents; and I now look back upon my labors, in the cause of music and of education, with the hope and trust that my efforts were for good, and that they produced good results. I have always believed in the saying that Books are masters who instruct us without rods and ferules, without words of anger, without bread or money. If you approach them, they are not asleep; if you seek them, they do not hide; if you blunder, they do not scold; if you are ignorant, they do not laugh at you. So if you like, you can examine this little book of mine and perchance find something in it that may be of value.

B. B. THOMPSON.

## THE RE-UNION.

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Of this meeting it is only necessary to say that it was intended as a compliment to Mr. Thompson; but the following letter, which explains itself, is all concerning the re-union, that will add anything of interest to this work; other doings of the meeting being of a private nature, and only important to Mr. Thompson, himself; who, though in Exeter at the time, was for a portion of the day, confined to his boarding-house by sickness. The meeting was not one of speech making, at all; but what was done in a quiet way was, in its results, gratifying to Mr. Thompson and encouraging so far as he and his Book were concerned. Following the letter of Prof. Philbrick, Mr. Thompson offers a few remarks, expressing his thanks for favors received, and the encouragement given him by his former pupils and present friends.

BOSTON, Oct. 9, 1876,

MY DEAR OLD SCHOOL-MASTER:

I learn that the 70th anniversary of your birth-day occurs on the 11th inst. and that on that day there is to be a gathering of your former pupils, at Exeter, for the purpose of tendering to you their congratulations, and of taking measures to secure for future presentation, a suitable testimonial of their high appreciation and friendly regards. I am very glad the meeting is to be held; I am fully in accord with its purpose; for it is to render honor to whom honor is due; it is to express appreciation of services which did not, and could not, receive adequate pecuniary compensation; it is to bestow some token of grateful remembrance of substantial benefits received. The true teacher takes great satisfaction in the progress and success of his pupils; and this satisfaction is justly reckoned as no small

part of his reward for his arduous labors. But to such a teacher, in the evening of life, nothing can be more gratifying than the manifestations of the grateful remembrances of his pupils, cherished from childhood and youth to years of maturity, and even into advancing age. I rejoice that this gratification is yours. You deserve it.

I regret my inability to be present at the proposed meeting, to tender in person, my congratulations, and to revive the memory of those schoolboy days, when you taught me to cipher in Welch's Arithmetic, some forty-five years ago, in that old, unpainted school-house, perched upon the knoll at the fork of the roads, in the Deerfield No. 1 district. I was in my thirteenth year, and I remember carrying from my home, a mile away, on a frosty morning, a sharp axe to chop the logs of green wood, to supply the fire in the big fire place, during the day that its care fell to me. I enjoyed the benefit of your instruction in that school two winter terms of about ten weeks each. You secured the good will of your pupils, many of whom were rather rough, grown up young men, by your evident interest in the welfare of each individual. I well remember reflecting at the time, upon the secret of your success in governing, and coming to the conclusion that your morning prayer at the opening of the school, had much to do with it. One of the things in connection with one of those winter terms, which, to your credit should be mentioned, and which I have more than once told the boys in the Boston evening schools, was the gratuitous evening school you kept for those of us who chose to attend. Ciphery was the chief branch attended to. We pupils, few in number, extemporised seats in front of the fire-place, having for lights tallow candles set in turnips for candlesticks. This case is a pretty good illustration of the pursuit of knowledge under difficulties. Though we may not have acquired much knowledge in that way, the effort to obtain it afforded extremely useful training. Subsequently to my experience as your pupil in a district school, I was for at least two courses, a pupil in one of your evening singing classes. Your performances on the violin were my beau-ideal of the perfection of music. I doubt if the finest opera could now afford me so much pleasure as did those evening singing schools. Such are some of the reminiscences revived by this occasion. I wish it success. I send greetings to those who may come together. I shall be happy to co-operate with them in carrying out the plan proposed.

And may you, dear Sir, find your last days your best, and long live to enjoy the rewards which belong to the faithful teacher.

With affectionate regards, I remain ever your old pupil,

JOHN D. PHILBRICK.

BENJAMIN B. THOMPSON, Esq.

EXETER, N. H., October 12, 1876.

MR. JOHN W. MOORE,

DEAR SIR:—As you requested me to send you the doings of the “*Re-union Meeting*” of yesterday, I have to say, that in consequence of personal sickness, there was *not* a public meeting, as proposed; but a friendly gathering, without intent of making the doings public; it was on that account the more gratifying to me, personally, because it at once did away with all formality; and except the usual greetings of old friends the business was to encourage me in my efforts to publish the “*Remembered Events*” concerning my life as a teacher, and a general expression of the opinion that such a work as I described mine to be, was what they desired, and that it would be their wish to obtain it as soon as possible. You undoubtedly know that the old-fashioned school teachers were not persons who contemplated doing such things as writing or publishing sketches of their lives or services, though many of them were known as great talkers, both in and out of their schools; had they turned their attention to composing or delivering orations, or writing biographical sketches of one another, there would have been less difficulty than now exists in learning something of their lives and times. So with the old singing-masters; but some of these were famous as composers of psalmody, and doubtless, any one of them could have set the story of a life to music; and if requested to do so, would have sung such a composition upon any important occasion. Fortunately for me, is it, that I have friends who are capable and willing to write for me, and who are more accustomed to such things as are found in this volume than I am; though in school teaching and music teaching or in choir and concert music, like the old war-horse, “that scenteth the battle afar off,” I feel that I could rush into the ranks, and do service as earnestly as could be expected of an old teacher who has been permitted to witness the frosts and snows of seventy winters.

I cannot refrain from saying here how much real happiness my friends have given me; and I lack language to express my thanks for the interest they have manifested for my success and welfare; may God reward them for their goodness, and their liberality, to one who has spent so many years in the cause of education, and who has had under his care more than five thousand pupils.

Yours very truly,

B. B. THOMPSON.

## OUR COMMON SCHOOLS.

The presentation of this topic to the people of New England has usually been, and may it ever be—like the raising of old Neptune's head from out the foam where the waves of party seas meet ; a calm ensues, in which we can take our observations of celestial lights, and find in what latitude and longitude of real life we are. The jealous and secret connivances, the prejudices, misconceptions and misrepresentations of political or private interests have no place here. We need no caucuses to care for the management of our public schools ; for they are a theme of common interest, and common harmony, uniting the full co-operation of the whole community. None of us have anything to lose by our schools ; but all of us have something to gain ; a general system of instruction is so manifestly an advantage to every interest of society, that he would give but little proof of common sense, or common education, or common humanity, who should either oppose it or be indifferent towards it ; it underlies all our life like the waters beneath the surface of the ground, for which we have but to dig, and we find it everywhere beneath our feet ; it encompasses all our life, like the common air and common light of heaven, to receive a full supply of which, we have but to open our mouths and eyes. Most people feel, or profess to feel, an interest in the prosperity of our common schools ; and there is a reason for it ; for in them, are collected our children. Parents desire, and society demands, that they be properly educated, both mentally and morally, in order to fit them to perform the duties of good citizens in their day and generation. How important then is it, that all cherish the common school system, so that it may fulfil its demands, in giving to the youth of our country a sound and practical education.

## MUSIC IN THE SCHOOL.

I give it as my opinion, after patient investigation, here at home, and elsewhere, that some easy and inexpensive plan of elementary instruction in music can be readily engrafted upon the system of Common School Education, as we find it in New England and in many other sections of our common country. As to the benefit of such instruction, if properly carried out,—its agency in the formation of a refined and melodious speech, its efficiency as a means of recreation and of discipline in the school-room and its humanizing influence upon both teacher and pupil, the best educators in other countries, and in our own, are now agreed. The almost universal ability of children of the school age to appreciate the sounds of the scale, and acquire some knowledge of music in its simpler forms, has been abundantly proved. It has often been said, with truth, that in this country we are too much accustomed to devote all our attention to mere intellectual training, in the school-room and elsewhere; neglecting the education of the heart and the development of the body; and forgetting that man's physical, intellectual, and moral natures, are so linked together that if one is neglected the others suffer. If the body be weak and ailing, the intellect works at great disadvantage; if the heart be wrong, the mind is more apt to do bad work than good. The best method of training the emotions is the exercising these which are healthful and pure, thus nourishing and strengthening them and driving out those which are impure. I have long held the opinion that music affords the readiest and most effectual means of doing this, in the school-room. All the kindlier feelings, the love of the true, the pure, the beautiful; cheerfulness, contentment, love, are called forth and encouraged by music properly used. Music affords also a powerful means for soothing the angry pas-

sions. Some teachers, besides myself, are undoubtedly familiar with the effect, (when circumstances have aroused angry, discontented feelings in the school-room) which a simple song, to appropriate words, introduced to dissipate the clouds and restore kindness, has had, and some of my pupils know, and can to-day testify that music always had the desired effect, or nearly always; though in one or two instances it failed; but I have often been informed that music and my violin, or fiddle, as some called it, had more to do in making my teaching valuable, and in helping me to keep a *good school*, than the rod of correction.

#### A WORD TO MUSIC-TEACHERS.

Teachers of schools should use with earnest vigilance all proper and practicable means of moral influence. Those who regard not God, will not be likely to regard man; nor will they have feelings of due self-respect. If the pupils of a school are so trained and influenced, that they dread wrong doing more than the punishment that may be inflicted upon it, that school will be easily governed, and the pupils will increase in that wisdom and knowledge which will not fail them for good, here or hereafter. In a school, much depends upon the master; if he has good governing ability, firmness, self-control, judgment and a kind disposition, if he has the confidence of his pupils and good feeling pervades the entire number, the work of instruction will go progressively forward with regularity and with little trouble. The judicious notice of minor misdemeanors will preclude those flagrant acts of misconduct, which, when they occur deserve punishment. In regard to teaching music in the common school, I recommend that the first attempts of the teacher be to gain the attention of the children by singing to them some easy melody, or melodic phrase, within the range adapted to

their voices, and asking them to repeat it, as nearly as they can, by imitating the sounds given them. This, after a few trials, the majority of the scholars will do. Spend whatever time is allowed in this way, and the class will have taken their first lesson in music. It is purely a matter of rote singing, of the easiest and simplest kind; the interest of the children is excited, their attention aroused, their appreciation of musical sounds for the first time, it may be, awakened; and a few lessons given in this manner, will help them to begin the study. True rote-singing, however, is something very different from the haphazard singing we sometimes hear in schools where no regular instruction is given in music. It is an appeal to the imitative faculties, which children possess in so great a degree of perfection; and hence the utmost care should be taken that the example be a proper model for imitation as regards method, style, purity, and correctness of tone, in the utterance of the simplest musical phrase. Even at this early stage in the musical instruction great attention should be given to the formation of a proper quality of voice; and it will be well at once to illustrate, the difference between a good and bad quality, by examples. Teach the pupils to use a smooth and pleasant intonation in speaking, in reading, in recitation and in singing; and above all, teach scholars to avoid a noisy use of the voice. I used to say to my pupils—"a loud noise is produced only by overstraining the voice; it may be that for a loud noise, some great singers are well paid, while for the same loud noise small children are punished;" let teachers remember that men are much like wagons, they rattle prodigiously when there is nothing in them. Above all remember that good, kind, true, holy words, dropped in conversation with pupils, though they may be little thought of at the time, may prove like seeds of flowers, or fruitful



trees, falling by the way-side, borne by some bird afar, happily thereafter to fringe with beauty some barren mountain side, or to make glad some lonely wilderness.

BENJAMIN BROWN THOMPSON.

B. B. Thompson, the youngest son of William and Hannah Thompson, was born in Deerfield, New Hampshire, October 11, 1806. His father was a farmer; and his family of thirteen children, seven daughters and six sons, [the two youngest being twins, of which B. B. Thompson was the last and smaller specimen,] were all brought up upon the farm, as farmer's children; and they all received a common school education, such as children of the well-to-do farmers of that day generally received. The father died in 1816, when the subject of this sketch was ten years of age; and the farm was after that time, managed by the mother and children as well as it could be managed under the existing circumstances. Deerfield was a large and quiet town, settled in 1756; and while the petition for the town was pending, Mr. Benjamin Batchelder killed a deer and presented it to Governor Wentworth; and at the same time obtained the act or charter of the town, under the name of Deerfield; as he represented the place as a favorite resort for deer and other animals, and said great numbers of them were annually taken there. The town was originally a part of the old township of Nottingham, from which it was disannexed, but it was not incorporated until Jan. 8, 1766. The surface of Deerfield is uneven, the soil durable and fertile, although hard to cultivate. The growth of wood is rock-maple, beech, birch, red-oak, pine, hemlock, elm and various other kinds. The Thompson farm, though no better naturally than some other farms, was selected partly for its situation among lands belonging to friends of the family; it was a farm of five

hundred acres, and the portion of it lying in Deerfield, after the death of the owner, passed into the hands of the older brothers, and the part lying in Northwood was deeded to the younger brothers. Benjamin B., finally, after his marriage, disposed of his part of the Northwood farm, and went with his wife, to reside on the farm of her mother, known as the Bartlett place.

The Thompson Farm, at South Deerfield, now contains about sixty acres of land, well divided into tillage, pasturing, wood and timber land; it is a very even and smooth farm and has twenty acres of mowing; there are upon it two meadows, a considerable garden and a pretty pond, which produces abundance of pond lillies. Mr. Thompson set out the lillies in his pond, and says he has four hundred bearing apple trees, one hundred and twenty pear-trees, sixty peach-trees, twenty cherry-trees, and a variety of other fruits; and large strawberry beds. He considers his place as one of the most desirable farms in the State; and its situation as every way pleasant; it being on the chief road for carriage and team from Concord to Exeter. The farm is well watered by never failing springs; and upon it can be produced almost everything to make one contented and happy. He says the place can be made to show the best farm garden in New Hampshire; and that all his grass and grain fields can be mowed with a machine mower; he has, himself, done nearly all the work on this farm for the past eight years, and has planted, in that time, two hundred maple trees upon the place, without any one to assist him.

DAVID THOMPSON.

It has been believed, for generations, that one Captain Mason and the "Laconia Company," were the earliest settlers of New Hampshire; but the "*Newburyport Herald*"

says, that a "document, made public not long ago among the Winthrop papers, shows that David Thompson, (for whom Thompson's Island, in Boston harbor was named.) made a permanent settlement, at the mouth of the Piscataquies river, at least six years before the organization of the Laconia Company." It is known that the Hiltons were sent out by the original proprietors of Laconia, to found a plantation on the Piscataqua, to cultivate the vine, discover mines, carry on the fisheries and trade with the natives ; they arrived here, from London, early in 1623, and with their associates, made a stand at Dover neck, about seven miles from Portsmouth. David Thompson, and others, came over at the *same time*, and set down nearer the harbor. Thompson, the next year, 1624, retired into Massachusetts ; but the settlement at Portsmouth was not broken up. Capt. Edward Johnson, who wrote the "*Early History of New Hampshire*," printed in London, 1654, says "David Thompson was the first settler at Pascataquack, [Portsmouth,] in 1623." There may be, something not found in the Winthrop papers, controverting these facts ; but the evidence, if it exists, has not been made public ; and we may credit Johnson and others, until some evidence is offered to show that they were in error. Edward Winslow, in "*Good News from New England*," 1624, says : "In 1623, David Thompson, that spring, began a plantation at Pascataquack, where he liketh well." "*Prince's New England Chronicle*," confirms the statement, and *Hubbard* says the same. From this David Thompson, [the first settler of Portsmouth, who moved to Massachusetts, and there possessed himself of a fruitful island, which is in Boston harbor, between Moon island and Dorchester, and about three miles from Long Wharf,] came the New Hampshire family of Thompsons ; and of this race were the Deerfield Thompsons. The present

race of Thompsons have but brief accounts of the disappointments and dangers, toils and troubles which the first settlers had to encounter ; and imagination can do but little towards supplying the deficiency. We cannot picture to our minds, the difficulties they met, or the sufferings they endured. Ten years after the settlement of Thompson and his friends at Pertsmouth, they depended for their breadstuff upon England ; and the nearest mill, for grinding corn, was at Boston, Mass. A letter of July, 1633 states that for a family of ten persons, there was then but half a barrel of corn, and that they had but one piece of beef or pork during three months.

#### PROGRESS IN STUDY.

Benjamin B. Thompson, so named for his grandfather, early gave evidence of a fondness for books and music ; though the family had none of them been noted as either students or musicians, except Daniel, who was a teacher and singer ; these two brothers sang in the choir and both were self educated performers upon the violin and violoncello. At that early period, the advantages for obtaining a school education, or a musical education were small, and the number of persons who became qualified to teach day schools and singing schools was few ; but Benjamin, not only attended the district school but on account of his readiness and desire to learn, was permitted to attend the Select School, of Master James Hersey, at Deerfield Parade ; where, at the age of eighteen years, he had made such progress as to be qualified for teaching a common school ; and between the years 1824 and 1827 he received further instruction at the Private School of Doct. Edward B. Moore, at Deerfield Centre ; and at the same time studied music with this highly esteemed teacher and musician ; he thus became so far advanced, by the united efforts of

Master Hersey and Dr. Moore, as to be able to keep a day school, in Northwood, in 1827. During his studies for the previous two years, he had also been a clerk in the store of Fellows & Sanborn, at the Parade. Gilman Fellows and Peter Sanborn, who was afterwards State Treasurer, both took an interest in their young clerk, and aided him in becoming a teacher, as well as business man and trader.

In 1827, young Thompson had made such progress in his studies that he received the following recommendation:—

DEERFIELD, Oct. 27th, 1827.

This certifies that the bearer, Mr. Benjamin B. Thompson, has for considerable time been a member of this school. His moral deportment has been good. I consider him well qualified to teach an English school according to the requirements of the laws of New Hampshire.

JAMES HERSEY,

Instructor of the English.

BENJAMIN'S FIRST SCHOOL.

It appears by the following certificate, that Mr. Thompson commenced teaching, in the fall of 1827.

NORTHWOOD, Jan. 4, 1828.

This may certify that Mr. Benjamin B. Thompson has been employed to teach our school for about two months past. We have been *fully satisfied* with him as an instructor, and we believe he has given general satisfaction to the District.

|                   |                                          |
|-------------------|------------------------------------------|
| BENJAMIN COFFIN,  | } Committee<br>for<br>District<br>No. 7. |
| WILLIAM CROCKETT, |                                          |
| SAMUEL JAMES,     |                                          |
| JOHN BARTLETT.    |                                          |

Previous to this time, it seems, young Thompson had received a certificate from the Rev. Mr. Wells, of his native town, as follows:—

It is hereby certified, that Mr. Benjamin B. Thompson is, in the opinion of the subscriber, a young gentleman of good moral character, and qualified to teach an English School as required by the laws of this State.

NATHL WELLS,

Congregational Minister in said Deerfield.

Deerfield, N. H., Oct. 28, 1827.

Thus, Mr. Thompson started, as a teacher of an English school, with the recommendation of Master Hersey and the certificate of the minister of his town. These obtained for him his first school; and he kept it to the full satisfaction of the people of the District, in Northwood, and of the school committee, as has been shown. Keeping a common school at that day was not an easy, nor always a desirable task; pupils attended, from the age of ten, to the age of twenty; and sometimes it required much tact and nerve to manage the disorderly; but Mr. Thompson, somehow, had the faculty of commanding respect; and with respect came obedience. He had just become a man, being this year twenty one years of age; and it was fortunate for him that his first school was a good one.

#### METHOD OF TEACHING.

Common school teaching as well as music teaching, was upon the old plan until about this time; and it was not until about 1822, that the "Templi Carmina" presented the rudiments of music in the form of questions and answers. Mr. H. E. Moore, of Concord, was the first to publish a "Musical Catechism," for the use of schools, and this admirable little work was very acceptable to singers and to those upon whom the business of teaching devolved; because its pages comprised, in the simple manner of questions and answers, all that was necessary to be known or taught in common music schools. This Catechism was very generally used, and contained more information than was at that time to be found in any publication to be obtained.

#### NORTHWOOD, N. H.

This town, in which that portion of the old Thompson farm, belonging to the younger brothers was located, has an elevated site, and commands a distant and varied pros-

pect; it is a place of considerable attraction for summer tourists, and a large number visit the town during their vacation season; at the highest point of the main street, one can see the ocean and overlook an immense tract of country. The soil is generally good, and being moist, is well suited to grazing; there are no less than eight ponds in the town; and the waters flowing from the farm of Jonathan Clarke, Esq., fall into three different rivers. Mr. Clarke was one of the first settlers and a member of the State Legislature. He, with Moses Godfrey, John Bachelder, Increase Bachelder and Solomon Bickford, were all prominent and influential men; as were a later generation, including the Rev. Josiah Prentice, John Kelley, Joel B. Virgin, Judge Harvey, Benjamin Coe, and others, who were the leading men in the town for many years. John Kelley, Esq., became well known, to the people of the State, by writing a very interesting narrative of *Mrs. Shute's* captivity by the Indians, published by J. B. Moore, 1822. Northwood was originally a part of Nottingham; and was settled in 1763. Solomon Bickford was the first child born in the town, which was not incorporated until 1773. Rev. John L. Blake, known as the author of several valuable books, was a native of Northwood. Among his books, many will remember "*The Historical Reader*," one of the best reading books in the schools. It abounded in those extraordinary incidents, which never fail to captivate the elastic and expanding minds of the young—which never fail to interest all, whether young or old, who read them—incidents which equal, if they do not surpass, the efforts of imagination as displayed in romance. Agriculture was formerly the business of the town; but now there is a large attention to the shoe business. Northwood Academy was incorporated in 1867 and stands in a beautiful location. The New Hamp-

shire Turnpike road, incorporated in 1796, and running from Pascataqua bridge, Portsmouth, to Concord, passes in a direct line from east to west, eight miles through this town. Mrs. Sarah Jane Hale made this town the scene of her popular novel, in two volumes, entitled "*Northwood*," which gave her a name and fame as a writer. It was said that some of the characters represented in the work were citizens of the town.

#### BENJAMIN'S FARM.

The farm in Northwood, belonging to the younger brothers, was sometimes called "Benjamin's" farm, it being the first real estate that he ever owned. Many think the name of Northwood, was derived from its peculiar situation or from the surveyor, Norwood; others say it was named after Netherwood, in England. Gov. Sullivan said its Indian name signified "a place where eels are taken;" and that the river, passing through the place, originally abounded with them. There was a part of the town called by the Indians *Gebeag*; and the immense forest, northwest of this place, was called *north woods*, from which the town most likely, received its name: its form is of the flat-iron pattern, like that of the State. The ancient tavern of the town had a swinging sign upon which an eagle was painted; this eagle, the keeper of an opposition house used to call a *nighthawk*; but the hotels are now good. Frosts come early here, as the land is high, and in 1813, the corn crop was so greatly damaged by frost, that some families had not any bread for weeks together. Northwood was a favorite hunting ground of the Indian; a stone mortar, was found there, which weighed more than a hundred pounds; also, stone pipes of curious workmanship; and arrow heads, hatchets, and war clubs, in different places.



## AT RYE, N. H.

In the fall of 1828, Mr. Thompson opened his first singing school at Rye, N. H. He was introduced there by Thomas J. Parsons, Esq., who was then the school committee for that town, and afterwards was a State Councilor and ever a prominent and influential man. Rye is a town pleasantly located on the sea-coast, and its name is supposed to have originated from a town in Great Britain, of the same name, from which some of its first settlers came. It began to be settled in 1635, and was incorporated in 1719. The soil in this town, is in general hard and stubborn, and was not naturally fertile; but by the hand of industry, and the help of various kinds of sea-weed, which the coast affords in considerable abundance, and which is annually spread upon the farms, it is rendered very productive. Rye has about one third of the sea-coast in the State; on the shore, there are three considerable and very pleasant beaches, to which many persons resort in the summer season, from neighboring towns, and the country, both for health and pleasure. There was formerly a large fresh water pond, lying contiguous to the sand bank, or bounds of the sea, covering a surface of about three hundred acres; between this and the sea, a communication was opened by the old inhabitants about 1724, and the waters of the pond were discharged into the sea, leaving a tract of marsh, which, being washed and watered by the regular flowing of the tide, yields annually large quantities of salt hay.

## BREAKFAST HILL.

This hill lies between Rye and Greenland, and is pointed out as the place where a party of Indians were surprised at breakfast, at the time of their incursion in 1696. There are small circular holes in the rocks of which this

hill is principally composed, supposed to have been made use of by the natives. Rye has suffered considerably in times of war and danger; in 1694, John Locke was ambushed and killed by the Indians, while reaping grain in his field; in 1696, at one time, twenty-one persons were either killed or carried away by the Indians; in the Canada or French war, fourteen persons belonging to Rye, were killed or died in service; and in the revolutionary war, thirty-eight of its inhabitants lost their lives, by sea and land; most of them young men. In the year 1803, in less than three months, two hundred and thirty persons were visited with sickness, of various kinds, in the town, while other towns, adjoining, enjoyed usual health. Many persons, chiefly strangers, have at different times, lost their lives, and been taken up, on, or near the coast, in Rye, to whom, though strangers, a decent burial was given, attended with those solemnities, which are usual on funeral occasions. It is a noticeable fact that for about ninety years after the town of Rye was settled, the people had no settled minister of the gospel among them. Boat fishing was carried on here to considerable advantage, particularly in the fall and winter seasons. Rye Beach, as it is now called, draws annually, in the warm season, a crowd of people; there are quite a number of cottages at Straw's Point, which place acquired celebrity by becoming the landing place of the ocean cable. There are now several excellent hotels at Rye, and in the summer season many of the farm houses become boarding houses; bathing here is safe, and in every direction, in-land, the roads are good.

#### FIRST SINGING SCHOOL.

The singing school, in the olden time, was an important institution, patronized by the clergy, professional men, christian societies, religious men, heads of families and all

who could well do anything to encourage and sustain music. Nearly all the old composers in this country were singing masters, or teachers of plain psalmody. The singing school was extremely popular in all New England, and almost every one having what was then called a "natural voice," learned to sing while young; though it was believed in those days, that not *all*, but only those gifted with voices, could learn—and the first thing done in a school was to try the voices of the pupils, each voice separately, before the assembled school, to see, and let others see, whether this and that individual had a voice or otherwise; and the result was that some who were blessed with good voices, would be so frightened that they could not make a sound; while some, with very harsh and unpleasant voices, having more confidence, would make a loud noise and be considered as having *good* natural voices. Parents and teachers did not then know much about cultivating the voice, and many who desired to learn music and who felt that they were capable of attaining to some degree of proficiency in singing, were deprived of the pleasure, as well as deterred from undertaking, on account of supposed want of voice, or the difficulties to be surmounted and obstacles they were told they would have to overcome. This seems strange to us now, when we know that music is a mathematical science; as easily accessible to all as chemistry, or any other science; and more readily acquired than the language of the intellect,—for in speech we often fail to understand one another; but when we use the language of the heart, *song*, we find one common tongue which everybody understands. My first class, was delighted, when informed that *all* who could learn to converse well, could also learn to sing; and every one of that class tried, and succeeded beyond expectation. I used the same questions and answers as had then been adopted, from Moore's Catechism, by other teachers.

## AT GREENLAND, N. H.

In 1829, Mr. Thompson taught music in Greenland and in North Hampton, and for a time made music teaching a business, day and evening. This town, originally a part of Portsmouth, was incorporated in 1703. The soil is remarkably good, and to-day is in a high state of cultivation; the orchards and gardens, of this town, are generally valuable, and yield annual profits to the owners. George Brackett, Esq., of this town, gave a fund of \$5000 in trust towards the support of a congregational minister; and Rev. Samuel McClintock, D. D., born in Medford, Mass., 1732, became settled as the minister, in 1756; he was a sound divine, eminent as a preacher, and distinguished for his attachment to the cause of his country. He served as chaplain in the army of the revolution, and died in 1804, aged 72. Greenland has been noted as a farming town, and one sees here many fine dwellings. Two railroads pass through the place; the Portsmouth and the Eastern.

## AT NORTH HAMPTON, N. H.

Here, as at Greenland, Mr. Thompson had excellent schools. This town, formerly constituting the parish called North Hill, was early settled. Major General Henry Dearborn, American minister at Portugal, was born here in 1750. In the early periods of the settlement, the people were annoyed by the Indians; and garrison houses were erected, to which, during periods of danger the inhabitants resorted. About the year 1677, several persons were killed within the limits of the town; but the Indians eventually were driven from the territory. Little Boar's Head is in this town, forming the northern boundary of Hampton beach; it is about forty feet high and extends into the ocean; there are a number of summer residences here and one or more large boarding houses. Great Boar's

Head, at Hampton beach, is not far from seventy feet high, and was so named because some thought it resembled the head of a wild boar ; on one side of this bluff there is a level space of some acres, on which stands a hotel ; and from this the views are splendid ; there are other hotels and boarding houses near this beach. Hampton was formerly famous for its fisheries, which were carried on with great success ; and many fishermen used to go out to sea, from the beach, in whale boats and wherries, to the distance of four or five leagues. Hampton now is famous for its several beaches.

In the fall of 1829, Mr. Thompson received from Dr. Edward B. Moore, a ripe scholar, who kept a select school at Deerfield, and also taught music there, the following :

TO WHOM IT MAY CONCERN.

This may certify that Mr. Benjamin B. Thompson, the bearer, sustains a good moral character, is a young gentleman of good literary acquirements, and is well qualified to teach the branches of study commonly taught in our country schools. He is furthermore well versed in the principles of *Sacred Music*, and amply qualified to instruct the same.

EDWARD B. MOORE.

Deerfield, Oct. 12th, 1829.

Dr. Moore, was born at Lancaster, N. H., in 1802, was an excellent teacher of English and of all the studies pursued in our academies and schools, as well as of vocal music ; he studied medicine with Dr. Thomas Brown of Deerfield ; became eminent in his profession and was prominent as a Freemason, of the highest degree. After several years of teaching, he established himself as a physician and surgeon, at Epping ; from this place, after his marriage, he removed to Boston, Mass., and had an extensive practice in that city during his life. He was a gentleman of rare acquirements, a very skillful practitioner, and was greatly esteemed by all who knew him. He died.

at Chelsea, in the fall of 1875, aged 73 years, to which place, with his family, he had removed a few years previous to his death; but he retained his practice in Boston, in which he was assisted by his son Samuel Lawrence Moore. Dr. Moore's two sons studied medicine, and his daughter married Doctor Cooke of Chelsea, who was also a teacher of schools, and a superintendent of schools.

AT DEERFIELD, N. H.

In 1830 and 1831, Mr. Thompson taught a day school in his native town, and singing schools in the evenings; having two schools in Deerfield, and one in Candia. Among his best scholars in the day school, he can name John D. Philbrick, who became eminent as a scholar and teacher, and at length superintendent of the public schools in Boston, Mass.; also, Grace Robinson, who became eminent as a school teacher. Visitors to this town, will find Pleasant pond a beautiful body of water; it lies partly in this town and partly in Northwood; its waters are very clear, and on the margin, especially at the westerly end, are large quantities of fine white sand, which the mothers and daughters use to sprinkle their floors, after the manner of the olden time. In the spring of 1831, Mr. Thompson had a school in Pittsfield.

This certifies that I have examined Mr. Benjamin B. Thompson, and in my opinion he is well qualified to teach a common school, in all its branches, as the law directs.

C. CLARK,

One of the Superintending School Committee.

Pittsfield, March 4, 1831.

AT PITTSFIELD, N. H.

Pittsfield has a very uneven and rocky surface, but its soil is generally fertile, and upon its river there are many mill seats. On Catamount mountain, from the summit of which the ocean is visible, is situated Berry's pond, which

is supplied by springs in the mountain; and a stream, issuing from this pond, furnishes several mill seats. The town was settled in 1740. The spotted fever raged here in 1814, taking off eighty-four of the inhabitants. It is said that among the first settlers of Pittsfield there was a very good portrait painter; but he found small business and did very little of that; even what he did paint was severely censured. At length, being offended by the censure of his friends, he planned a way to test their knowledge of his art. He made arrangements with John Cram, another old settler, and gave notice that he had just finished a portrait of this well known citizen. The people of the town were invited to call and examine it; they did so, and nearly all of them, without hesitation pronounced it the very worst attempt that had been made at a likeness; but they were somewhat astonished to hear the words—"you are mistaken, friends, for it is me, John Cram." The words were spoken by the man himself, who had entered into the stratagem of the painter, and who stood with his head put through the canvass, while the other parts of his person were cunningly concealed. The painter, after that time, was master of the situation, and though he had few portraits to paint, did a good business at painting tavern signs! There has been a wonderful improvement of this town since its railroad has been finished; and it is now famous as a manufacturing town, and is a place of considerable trade. The fire, of 1872, was damaging, but the burned district is filling up with better buildings.

#### PREJUDICES.

When Mr. Thompson commenced teaching music, many people thought that Americans did not, and could not, know anything of the art; and this opinion had been so long sounded in the ear, that nearly all were slow to be-

lieve that others knew better than themselves ; but the object and solemnity of music soon began to be seriously contemplated ; ministers and officers of the church began to express their views on the subject, and the public, generally began to be interested in the cause. Next, articles were inserted in the warrants for town meetings, to see if money could be raised for singing schools and for the encouragement of music ; sometimes with success, but oftener without it.

#### A DEPUTY SHERIFF.

In January 1, 1832, Mr. Thompson married Mrs. Angelina Bartlett, of Deerfield and in April of that year kept the public house in South Deerfield, which had long been a favorite old fashioned tavern on the main road and had been continued in the good old style, as an Inn, for the accommodation of man and beast.

This year Mr. Thompson was appointed a Deputy Sheriff, under Benjamin Jenness, and held the office while Jenness as High Sheriff, held his appointment. The Jenness family were influential people ; Hon. Richard Jenness, was respected as a magistrate, representative, senator and judge of the court of common pleas ; he died July 4, 1819, aged 73. In the west part of the town of Deerfield, on the southerly side of a ridge of rocks which extend three fourths of a mile, is a natural formation in the rock, for sixty years, or a hundred, designated as the "*Indian Camp* ;" its sides are irregular, and the top is covered by a canopy of granite, projecting about fourteen feet, affording a shelter from the sun and rain. On the east side of this camp is a natural flight of steps, or stones resembling steps, by which persons may easily ascend to the top of the rock. The Indians of this country were divided into many small tribes, governed by their sachems, or



kings, and were often at war with each other; their dress in summer consisted chiefly of a slight covering about the waist; in winter they clothed themselves with the skins of wild animals; they were extremely fond of ornaments; and on days of festivity and show, they were painted with various colors, and profusely ornamented with shells, beads and feathers; their habitations, which were called *wigwams*, were constructed by erecting a strong pole for the centre, around which other poles, a few feet distant, were driven, and fastened to the centre pole at the top; then the wigwams were covered with mats and bark of trees, which rendered them a shelter from the weather. Their warlike instruments and domestic utensils were few and simple; consisting of a tomahawk, or hatchet of stone, bows and arrows, sharp stones, and shells; which they used for knives and hoes; and stone mortars for pounding their corn. For money they used small beads, curiously wrought from shells, and strung on belts, or in chains, called *wampum*. It is related of Rev. Timothy Upham, the first minister of Deerfield, that he once had occasion to address a letter, to the Legislature, at Exeter, upon some town business; and the Clerk of the court read the letter, in which there *seemed to be* this remarkable sentence:—"I address you not as members of the court, but as *Indian devils*;" at which the clerk hesitated, looked at it carefully, and said—"yes, he addresses you as *Indian devils*!" of course the wrath of the honorable body was aroused; they at once passed a vote of censure, and wrote to the reverend gentleman for an explanation; from which it appeared that he did not address them as members of the Great, and General Court, but as *individuals*! wishing each honorable member to personally consider what he had written, and act according to their *individual* convictions of right;—the words "but as individuals," was supposed, by the clerk, to be, but as *Indian devils*.

## AT SALISBURY, MASS.

In 1834, 1835 and 1836, Mr. Thompson carried on his father's farm; and though this kept him pretty busy, he kept one day school in Deerfield, and had several singing schools, evenings, during those years; and in the Fall' of the latter year, it appears by the following certificate that he had a school in Salisbury, Mass.

This is to certify that Mr. Benjamin B. Thompson has produced to us satisfactory evidence of his moral character and literary qualifications. We, therefore approbate him as being duly competent to instruct in the common branches of Education usually taught in our common schools, agreeably to the Statute of this Commonwealth.

CYRUS DEARBORN, }  
J. B. GALE, } School Commi tee.

Salisbury, Mass., Nov. 23, 1836.

## THE BEACH.

Among the many attractions about this good old town may be mentioned the Salisbury Beach, which has always been and now remains famous as a summer resort; now everything there is improving; new houses are going up and old ones are being enlarged. It is a place easy to get at and pleasant when you are there. The Beach is a good place for eating dinner, smoking, rolling ten pins, walking, riding or bathing. The descent is so gradual as to be almost imperceptible, and bathers can wade off to a great distance without going over their depth, or being in danger from the undertow, which always exists on bolder shores. At low tide, the flats extend for an eighth of a mile in width, affording a drive, of half a dozen miles in length, over sand almost as hard as marble. Fishing off shore is sometimes found excellent; a friendly boatman who took me out to fishing ground, informed me that the Quakers were among the earliest religionists in the valley of the Merrimack dissenting from the Puritans; and that

in 1659, one Thomas Macy, of Salisbury, was fined thirty shillings for sheltering three Quakers, in his house, for three quarters of an hour, during a violent rain storm. The Quakers were afterwards hanged in Boston! In 1716, he told me a *fast* was observed in Newbury, the next town to Salisbury, that the people of that region might unite in prayer to God that He would prevent the spread of Quakers! Such was Puritan religion in the early days! Salisbury and Amesbury were originally one town, which was incorporated by the name of Colchester; but it received the name of Salisbury in 1640. The town was divided in 1668 by the river Pow-Wow, and the territory on the north side was called Amesbury, a town now famous for its manufacturing business and for carriage making; and Salisbury is on the south side. Caleb Cushing, U. S. Commissioner to China, 1843, was a native of Salisbury. The Amesbury and Salisbury Mills are now one company.

#### THE GREAT SCHOOL.

The first meeting of the Boston Academy, in 1833, gave an opportunity for all, that desired, to prepare themselves for teaching music. The school became popular, and to secure employment as teachers, many attended the annual meetings, until they knew, or pretended to know the system there taught. Many, who went there with bad habits of singing, went away with the same habits still clinging to them; but they could refer to the Academy. The teachers in that school sometimes gave exaggerated examples, in order to present their meaning in strong colors; the scholars would catch the idea, as represented, and when they went away would apply these examples in their schools or choirs in a perfectly ridiculous manner and all the while *suppose* they were teaching music as taught in the Boston Academy. Later, the school improved:

and, in 1836, Mr. Thompson broke away from the Farm to attend the Boston Academy of music, under the instruction of Mason and Webb. He now changed his method of teaching music from the old Fa, Sol, La, system to that of the Pestalozzian, a system used in this country by Lowell Mason, as his own; who also used many compositions of foreign writers and secured them as the property of the Boston Academy, and to himself.

JOHN HENRY PESTALOZZI.

In the year 1745, January 12, there was born to Doctor Pestalozzi, (a physician well known in the good old city of Zurich, in Switzerland,) a son, who at his christening, received the name of John Henry. The father soon after died, and as he possessed no fortune save his professional income, the wife and son were left to poverty. This son was afterwards known throughout the world for his system of teaching; and his principles of teaching, in his common schools, have been applied in music schools with great success. The name is pronounced *Pes-tah-lot-zee*. He married Anne Schulthess, the daughter of a wealthy merchant, and commenced teaching in his own family; and his method was such as to attract the attention of the government; a school was founded that became very celebrated—so famous, indeed, that Princes came to visit it, and Kings sent their wise men to learn of Pestalozzi. He did not teach music, but his principles of teaching were so plain they were applied in different schools. From Mr. Mason's use of this system, which many thought was his own, it was by some supposed that it applied to music alone, and that it meant the use of the black-board, and other contrivances of modern methods; while some connected it principally with the use of the syllables do, re, me; and yet others with the divisions of the subjects,

Rhythmics, Melodics, and Dynamics, for which they gave Lowell Mason the credit of introducing, with all other of the Pestalozzian reforms. In its essence, Pestalozzianism consists of a few principles, so pure and potent, that, applied to the acquisition of any science, they make every step, from the beginning to the end, so plain, that "the wayfaring man, though a fool, need not err therein;" and so full of friendly interest, that he is sure to travel the right way. Pestalozzi, the teacher, died at Brugg, Feb. 27, 1827, at the age of 82 years. The system claimed by Mr. Mason as his "Pestalozzian," was written by Georg Hans Nageli, a composer and music publisher, and printed by him in 1812; the work was much used in Europe and America. Mr. Thompson used it after having it spoken of by William C. Woodbridge, who was the first to advocate the expediency and practicability of introducing vocal music as a branch of common school education, in a lecture at Boston, Mass., before a convention of teachers representing eleven States of the Union and this was before Mr. Mason had claimed it as his system, and before he had published his Boston Academy Manual, or any books advocating the system. A. N. Janson, of Boston used the same method in his schools, and music classes; he also published some books on the same plan.

#### AT KENSINGTON, N. H.

In 1837, Mr. Thompson gave all the attention possible to the farm in Deerfield; but he had singing schools in Amesbury, Salisbury and Kensington.

\*The town of Kensington is nearly square in form, and has no streams of any note; its surface is pretty even; there is but one pond in the town, and that is small, deep, and muddy. The town was incorporated in 1737, just one hundred years ago from this school; and Mr. Thomp-

son, in alluding to this fact, spoke of the benefit of Festivals and celebrations, though at that time it had not become fashionable to celebrate town anniversaries or centennials.

#### NEW ENGLAND FESTIVALS.

Among all these there are none which have longer been held sacred than *Thanksgiving* and *New Year's* days. On these occasions, it has been usual to witness unostentatious manifestations of joy and gratitude, and the indulgence of all the happy feelings which adorn our nature, and spread abroad their kindly influence in society. How many happy faces have those festivals smiled upon, and how long will they be remembered in thankfulness! So nearly tied are they to the habits and affections of New Englanders, that the custom will exist among them, wherever they travel, and will descend forever to their posterity. When the harvest is gathered, and the husbandman is surrounded by the fruits of his labors and the smiles of Providence, the indulgence of these feelings of gratitude and joy, is calculated to heal the animosities which arise among men—to allay the ill-will and soften the pride of the rich and arrogant—to revive kindness of feeling, and those warm and generous charities which redeem us from the grossness of our nature. The commencement of a new year, from the gaiety of childhood to the quivering responses of old age, is an interesting era. Time seems to have marked a period in the calendar; and thousands resolve with the *new born year*, to adopt a new course of life—to seek virtue, if they have lost her guidance—to return to the paths of joy and goodness, if they have ever been estranged. Would that none of these resolutions were vain! The close of a year should be devoted to reflection upon what has passed—the incidents of our life

should be reviewed, that if possible instruction may be gathered from them, and time be not suffered to pass by us, without our plucking from his hand those benefits he would carry into oblivion. The Romans celebrated the beginning of the year, which they called *Kalends*, and on the first day their magistrates were sworn into office. It was also customary to reciprocate good wishes, and interchange presents with their friends. Other nations have observed various rites and ceremonies on the commencement of each new year; and the list of fasts and festivals has in this country now become more lengthy as the country has grown in size and population; for all which let us be thankful.

#### AT HOME.

During the years 1838 and 1839, Mr. Thompson remained much at home; he kept a day school in Deerfield and a singing school; but devoted considerable time to the study of harmony, Thorough Bass and the Organ studies which he thought had been already too long neglected. He also, on every chance occasion, when conversing with friends of education, called attention to the subject of music in the schools. Good reading, we all know, is an important object in our system of instruction in the schools. Good reading depends apart from emphasis, on two things mainly, modulation and articulation: now, modulation comes from the vowel sounds, and articulation from the consonant sounds, having a direct connection with rhetoric. In fact, the daily sounding of the consonants and vowels, deliberately, distinctly, and by themselves, as they are sounded in the musical lessons given according to the Pestalozzian system of instruction, would be as good an exercise in the elements of harmonious and correct speech as could be imagined. All voices, great and small, bass

and shrill, weak or soft, may be improved and brought to a good point by learning to sing. An alternation is needed in our schools, which, without being idleness, shall yet give rest. Vocal music seems exactly fitted to afford recreation ; a recreation, yet not a dissipation of the mind ; a respite, yet not a relaxation ; its office would thus be to restore the jaded energies, and send back the scholars with invigorated powers to other more laborious duties. It is the practice in some schools to commence the day with becoming exercises of devotion, and vocal music would mingle with these exercises beautifully, giving unity, harmony and meaning to what is sometimes a lifeless or unfruitful service. Such were some of the arguments which Mr. Thompson used to favor the introduction of music in the common schools,

#### OBJECTIONS OF COMMITTEES.

It was generally objected that singing depended upon a natural ear for music, without which all instruction would be useless ; that the time spent would be quite inadequate to the end proposed, and that the labor of a life is needed to form the musician ; that if one accomplishment is introduced into our schools why not another—and if instruction is given in vocal music, why should it not be given in dancing also ? It was, by some, thought that the introduction of vocal music into the schools would impair discipline ; that it was a newly fashioned notion, and an innovation upon old usage and therefore ought to be opposed as something unfit for the school room. Other objections were made, but these were the most often mentioned. Mr. Thompson had to meet and do away with all such objections before he could venture to introduce music into any of the schools where he was employed as teacher ; but he labored valiantly for music, and the answers he gave to objections, some of them, were such as produced good impressions.



## AT LOWELL, MASS.

In 1840, Mr. Thompson and his family moved to Lowell, where he had taught singing school, and was elected teacher of the Grammar School in that then flourishing place, the largest manufacturing town in New England. He had some friends there who knew him ; but his chief reliance for obtaining the place of teacher, beyond what those of his acquaintance might say of him, was upon the following recommendations :—

Lowell, Oct. 26, 1840.

This certifies that I have been acquainted with the bearer, Mr. Benjamin B. Thompson for several years past, and I can cheerfully recommend him, as a gentleman, who sustains a good moral character.

JOHN W. GRAVES.

The bearer, Mr. Benjamin B. Thompson, is a gentleman of good moral character. He has been several times employed in teaching within my knowledge, and has always given satisfaction.

DAVID WELLS.

Lowell, Nov. 30, 1840.

At the time of his election as a teacher in Lowell, Mr. Thompson was employed as a singer in Tewksbury and was also teaching in Billerica ; but his call to Lowell was considered the loudest, and though he was strongly urged to remain in Tewksbury, he left there to commence his labors in Lowell, in 1841 ; but after finishing his school, returned to Tewksbury. While in Lowell he became a performer upon the organ, and this accomplishment was of value to him in after life, as it was about that time a matter of some importance for a teacher and leader of church choirs to be able to perform upon the organ, then becoming fashionable in churches, which twenty years previous, would have protested with holy horror against the profane use of an ungodly box of whistles in the house of the Lord, on the Sabbath day.

The following certificate shows that the teacher now

had no lack of opportunities for "keeping school" if he contrived to teach in all the places where he was approbated.

This certifies that Mr. Benjamin B. Thompson has been approbated, by the General School Committee of the town of Billerica, to instruct the school in District No. 4, in said town the ensuing winter. In behalf of said Committee.

MARSHALL PRESTON,

Billerica, Dec. 3, 1840.

One of said Committee.

The city of Lowell is so well known in all the land, that we need only say that it was built for a place of manufacturing cotton cloths and printed calicoes; and that it grew as people possessing a genius for mechanics became settlers; constantly increasing in consequence as patient, skillful, inventors and artizans swelled its population, until England acknowledged that Lowell was a rival of her Manchester. One of the Sons of old Deerfield, went to Lowell when a boy, grew up with the place and inaugurated enterprises which have added largely to the prosperity of the great manufacturing city. He was one of the school mates of Mr. Thompson, at Deerfield Parade. This son of Deerfield, is now Gen. Benjamin F. Butler. Lowell was known as "the city of spindles," in 1833; in 1821 there were less than a dozen houses on the ground which now sustains the city; and the first wheel of the Merrimack Company was set in motion, Sept. 1823; the town of Lowell was incorporated in 1826; and the place became a city in 1835; the Boston and Lowell railroad was opened for travel in June, 1835.

#### BILLERICA, MASS.

This town was granted to the inhabitants of Cambridge, in 1642; it was originally called *Shawsin*, from the river on which it is situated, but received the name Billerica in 1655; that being the name of the town in England from which many of the first inhabitants emigrated. The early

settlers of this place were of reputable families, and a considerable portion of them were persons of education. John Stearns was the first person born in Billerica. All persons unknown to the townsmen, desirous of becoming inhabitants, were required to bring a certificate from the place whence\* they came, exhibiting such testimony as should be satisfactory as to character; persons having servants gave bonds to the town that they would maintain them; inhabitants could not sell their lands without permission from the town. In 1675, the Indians became troublesome and killed Timothy Farley; this caused the first erection of garrison houses. In 1680 a writing and reading school was taught by Joseph Thompson. In 1692, the witchcraft delusion extended to this town; and Rev. George Burroughs was executed in the town; his wife was executed for witchcraft at Salem village. The right of the Indians to this territory was acknowledged by the English, and purchased from them in 1634; after which the Indian plantation was separated from the English by a ditch; and the Indians had fortifications on Fort Hill, and were in some degree civilized; cultivated land, planted apple trees and imitated the English in many things. After 1692 the Indians were again very troublesome; and entering the town murdered several persons; it was estimated that at least fifteen were killed, though some of them may have been taken as captives. The Indians were immediately pursued, but so effectually had they taken precautions in their flight, that all efforts to find them were unavailing. It was said that they even tied up the mouths of their dogs with wampum, from the apprehension that their barking would discover the direction they had taken.

#### MUSIC IN THE SCHOOLS.

Mr. Thompson, when he went to Lowell, introduced

music into the schools of that place, and was the *only* teacher of music in the schools; he also had evening singing schools there, until 1842 in the Fall, when he returned to Billerica and Tewksbury. He proclaimed that nature bestows the aptitude to excel on different individuals in very different degrees; what is called a musical ear, is mainly the result of cultivation. The ear discriminates sounds as the eye colors; they may both be cultivated and educated. Early impressions can create an ear for music. It is with learning to sing, as with acquiring the pronunciation of a foreign language. Instruction, to be available, must be given while the organs have the flexibility of youth; to learn late in life is, generally, to learn not at all; there may be cases, it is true, of some who from their earliest years defy all efforts of instruction; like those who come into the world maimed in other senses; they are, however, rare; they are unfortunate exceptions to a general rule. Experienced teachers say that out of several hundred children in schools they meet with very few who cannot be made to sing. One teacher, who has had many pupils, says, that out of four thousand who had been under his care, there was not one individual who could not be learned to sing.

The wife of Mr. Thompson died at Lowell, Jan. 1842, aged 38 years, leaving one daughter and four sons. He never married again. In that year he taught the Fall school, as appears, in Billerica.

This certifies that Mr. Benjamin B. Thompson has been approbated by the General School Committee, to instruct the school in District No. 4, the ensuing winter. In behalf of said Committee. M. PRESTON,

Billerica, Nov. 30, 1842.

One of said Committee.

After the school term in Billerica, in 1843, Mr. Thompson, and his children, returned to Deerfield; and he was, for a time, employed by Hon. Richard Jenness, of Ports-

mouth, to sell wagons and carriages for him ; a business requiring only the common talent of trade and dicker. This engagement lasted during the spring and summer of that year. Mr. Jenness, who was a native of Deerfield, donated to the town five thousand dollars ; the interest of which is annually appropriated for the benefit of the schools ; and F. P. James, Esq., also a native of Deerfield, but residing in New York, presented the town with three thousand dollars, for the purpose of building a school house in the district where he formerly lived ; and with a fund calculated to give the scholars of that school all the advantages they could obtain in any other place. Such men will not be forgotten by the people of their native town ; nor will the present generation forget other influential men, such as Gates Cilley, John S. Jenness, Nathaniel Wells, Horatio G. Cilley, Peter Jenness, Nathaniel White, Thomas Brown, Judge Butler, Stephen Brown, who gave a *bell* for the meeting-house, while his wife gave an *organ* for the choir ; or good old master Francis D. Randall, who did so much for music in his day.

AT WILMOT, N. H.

In the fall of 1843, Mr. Thompson, with his children went to Wilmot, and spent the winter there, teaching a day school, and two singing schools, evenings ; at the same time having a singing school in Andover. Before commencing the school in Wilmot, he was examined by the committee, from whom he received the following :—

This certifies that Mr. B. B. Thompson is qualified to instruct primary schools agreeably to the laws of the State of New Hampshire.

H. N. MASON, }  
C. H. SMITH, } Superintending School Committee  
of Wilmot.

Wilmot, N. H., Dec. 4, 1843.

WILMOT.

The fourth New Hampshire turnpike from Concord to

Hanover passes through this town ; it was made in 1803, through an entire forest without any inhabitants for fourteen miles above, and about six miles below Wilmot. The land near the turnpike was rough and barren ; but the acclivities on either side were susceptible of cultivation. The town is composed of hills and valleys, presenting a rough surface ; there is no large collection of water, nor any mountains, excepting Kearsarge, whose summit forms the southern boundary. The town was originally granted in 1775, and was incorporated in 1807. It received its name in honor of Dr. Wilmot, an Englishman, who was at one time supposed to be the author of the celebrated letters of Junius. The town is a farming one, though within a few years there has grown up considerable manufacturing business in lumber, woolen goods, &c. The famous Winslow House is in this town, upon Kearsarge mountain, and is well patronized by summer boarders. The scenery is wild and attractive ; and in the olden time, the stage coach and heavy baggage wagons were the principal vehicles of locomotion through on the turnpike road.

## MUSICAL ADDRESS.

DELIVERED BY BENJAMIN B. THOMPSON,

AT THE CLOSE OF HIS SINGING SCHOOL,

AT WILMOT, N. H., 1843.

LADIES AND GENTLEMEN :—Music is the language of the heart ; or in other words, it is the language of the sympathies, the passions, the emotions and affections. It is intimately connected with our fondest and dearest recollections ; revived by the most ready, touching and powerful associations ; it sheds its radiant light upon the sad and melancholy vestiges of the past, while it kindles into joyous and rapt anticipations our hope of the eternal future.

In its origin, music must have been exceedingly rude and simple ; it probably had its origin in the language of the passions and emotions, which has been termed *natural language*. By this language all the tribes of animate nature have expressed their pleasures and their pains, in native and appropriate accents, while inanimate nature has tuned the “ Music of the spheres ” in sweet and happy concord. There is no distinction of musical sounds, either long or short, high or low, soft or loud, which has not been constantly sustained nearly 6000 years in this grand oratorio, the “ music of the sphere’s,” performed in exact time and in perfect harmony. Music is the voice of God in nature’s self. At creation’s birth, “ the morning stars sang together, hymning their great creator.” When we contemplate the universe of suns and planets thus put in motion by their great originator, singing “ the hand that made us is divine,” who shall wonder that man, endowed, as he is, with powers of mind, “ a little lower than the angels,” should have imitated some few of the strains and endeavored to perpetuate many of the passages which he might select from this universal chorus.

The gentle Zephyr whispers its melody to nature’s children, the winds sweep among the towering cedars, or murmur along the deep forest ; the rivulet ripples from the rocky mountain’s side, or glides along the green meadow in slow, soft and sweeter undulations ; the foaming cataract thunders from the heaven high Niagara, or sweeps in Amazonian strength and majesty to the vast ocean ; thus every sound, in infinite variety, has its peculiar power to charm the ear, gratify the eye, and command attention

Music will excite the passions and sympathies to the highest pitch, or calm and soothe the boisterous elements of human madness. It cheers the cottager in his toil and moderates the hauteur of the restless autocrat. The King on his throne calls to his aid the influence of music to animate him, to sweeten his cares and to relax his excited and exhausted faculties; while his most abject subject finds a solace for distress in some sweet and simple air of his childhood, which has outlived the memory of man in the annals of his native country, and has been long known only as the offspring of legendary narrative. The poor man, while sorrow sits upon him, causing deep melancholy, will still sing those sweet strains which he does not remember to have learned, and perhaps weep over the happy prosperity of by-gone days. By the influence of music, wars have been excited and prolonged, as well as peace hastened and concluded. The red man of the forest, in his war-song, finds that which excites even to madness, his simple, wild, and impassioned nature; think not there is no music to him in the wild strains of the dreadful war-whoop; for these sounds incite him to victory, to liberty, or death, while the mournful death-song serves to allay those pangs of mortal hate which are the legitimate fruits of savage ferocity and fiendish malignity. The infant is lulled to sweet and quiet repose by the simple and easy lullaby of maternal affection; youth is fired with joyous and ardent enterprise, by some sweet and simple song; the warrior forgets his toils, and disdains the terrors of the battle-field, while listening to the sublime strains of some "Marseilles Hymn." or "God save the King;" the absent soldier weeps when he hears the songs of his youth, but can face the cannon's mouth, nor know dismay or fear; the grey-headed, veteran emigrant, can hear with indifference anything but the lays of sportive innocence and the airs of virtuous and happy childhood; dear, to him, are the scenes of youth, though they are past; beautiful is the music of nature; but far dearer the simple and touching melody of the human voice.

Music is of two kinds, vocal and instrumental; the human voice is far more beautiful and perfect than any instrument ever yet invented by man; the nearest approximation to the human voice is the height of perfection in a musical instrument; but surely, no human skill can ever so well adapt the several parts of a musical composition upon an instrument to one another, as they can be produced by human voices, much less can any instrument ever produce tones equal to the several parts, which the vocal organs in man, are capable of producing, when cultivated. I am informed that Prof. Muzzey of Hanover, said, that nine hundred sounds are appreciable to the human ear; and, that the muscles, in connection with the glottis, intrinsic and extrinsic, may produce almost any imaginable number



of vocal changes ; and from his statement, as well as from numerous other considerations, I believe that in church choirs, the instrumental part should never be suffered to predominate or take the ascending, but should always be subordinate to the vocal department.

In this connexion we pass from our previous consideration of music in general, and take a more limited view ; confining our remarks, as much as practicable, to Sacred Music ; and we will meet her, as with open hands, and speak of her with that freedom in which we speak of a long tried friend and of a near and dear acquaintance. We now recognize music as one of the sciences. Music has ever existed, and has long been worthy of cultivation as an art, and as a science ; her influence has been felt upon taste, politeness, literature, and civilization, ever since man existed ; the embellishments of society, and the fine arts, have never flourished to any extent elsewhere than among the most polished, as well as the most powerful, nations ; and the inseparable relation between Music, Poetry, Drawing, Painting, and other ornamental branches of education, prove their absolute necessity to the greatest prosperity, enlightenment, and happiness of any people.

We recognize *Sacred Music* not only as one of the graces and ornaments of society, but as one of those useful sciences which are adapted to polish the manners and improve the mind ; we believe the practice of music increases health, heightens the force of poetical language, and is the graceful handmaid of devotion. Once it was the general belief that certain individuals were born Poets, Philosophers, Physicians, Surgeons, Musicians, Artizans, &c., and time was, when some sapient head, supposed to have been born under a certain favorable planet, and gifted as the saying is, in any one department, was suffered to decide as to those who could or could not, become singers, musicians, composers, performers or amateurs in music ; but those evil days, those times of prejudice, and puffy ignorance, are past, as we hope and trust forever ; the ignorant shall no longer chant the school boy's requiem. We believe that those who can learn Reading, Writing, English Grammar, Rhetoric, Elocution, Oratory, and Mathematics, may, by adequate attention, acquire a competent knowledge of the elementary principles, so as to be able, in a short time to read ordinary Church Music. This I presume is admitted by all who have attended my schools. All music is written from the various modifications of the Scale, which is composed of seven original or primitive sounds, the 8th being a repetition of the 1st which completes the Octave. These sounds are represented in Music, on the Staff of five parallel lines, by the first seven letters of the Alphabet, A. B. C. D. E. F. G. as we believe the most scientific application of syllables to these sounds, is the seven now in use, it is

not probable that they will *soon*, if ever, be changed. Now admitting, what we think must be admitted, that all may learn the elements of Music who are competent to learn other sciences, we put it on the position, that all may learn to sing who can learn to read or speak. Now by careful attention, can we sound *Do*, or one of the scale with another person? If so, after having done this, can we sound 2, 3, 4, and so on, if we can do this, we can sing. We believe by practice and perseverance this can be accomplished. If so, we have attained the elements of Melody, which certainly do not require the compass of voice which many public speakers are in the habit of using. A due regard to the length of sounds, includes all the rhythmical relations of music; while the pitch of sounds includes all the variety of melody; and then we have only to regard the power of sounds; and these constitute all the distinctions, departments, and subjects of Sacred Music. *We will now briefly notice, THE INFLUENCE OF SACRED MUSIC UPON HEALTH; Some of its relations to poetry; and also speak of Sacred Music as a devotional exercise.*

**HEALTH.** All writers on health, of any note, have observed and recorded the reciprocal influence existing between the mind and body. The brain and nervous system is the great medium of communication. Many nervous diseases become chronic, and produce a degree of despondency or melancholy. Music of an appropriate character is often one of the best things possible to sooth the melancholy that reigns within the soul; it tends to animate and cheer the mind, thus producing a favorable impression upon the body; it has a tendency to quicken the animal functions, moderately to hasten the circulation, and to animate the nervous system; thus producing a cheerful and happy state of mind; music can never exist with discord, revenge, anger, or malignity; they are as dissimilar in their natures as the serpent and the dove; anger and discord may invade the social circle, but they flee from before the power of music, as guilt cowers and retreats before the calm, placid, and beautiful sunshine of innocence. But some ask, why spend so much time? why be for ever singing? I say, in addition to the foregoing considerations, which are sufficient and more than sufficient of themselves for our present purpose, that learning the elements of music does as much to discipline the mind in proportion to the time spent, as any branch of education; and I would ask those individuals, why spend so much time in frivolous and vain amusements, or in positive idleness, which is a curse for which no one dares venture even an apology.

#### RELATION OF MUSIC TO POETICAL LANGUAGE.

All good readers endeavor to be distinctly understood; therefore they study to express naturally the meaning of the writer, and enter as much as

possible into his sentiments. This is especially necessary in reading poetry; and hence there are few who read poetry well. Some public speakers depend more upon the manner of delivering their discourses than the matter. I will not attempt to describe the power of eloquence in speaking; Garrick could read Hannah Moore's poetry so as to make her, and his own wife, both weep; she, very politely excusing herself for weeping at the recital of her own composition, refering the cause to the manner of reading, while Garrick's wife with the same address and politeness, referred her tears not to the style of her husband's reading, but to the beautiful sentiments of the worthy Authoress; but poor Garrick is gone and the world will perhaps never again see his like.

**SACRED MUSIC HAS ITS ELOCUTION.** It is a common fault in singers not to open the mouth sufficiently wide to give a free passage to the sounds; in taking breath we should make as little noise as possible; it should be done quickly and without any change of the mouth; we should never breathe between the different syllables of the same word, or between words closely connected in sense. Practicing on the explosive tone will assist much in acquiring the art of taking breath. The most essential qualities of a good tone are purity, fullness, and certainty; a trembling or a wavering of the voice, or striking the sound below and gliding up, should be avoided; we should study to know well the elements of music, the use of letters and words, and the application of them to the notes. We should be careful to get the right vowel sound and not change it during the continuance of the musical sound; the consonants cannot be given with too great force; be careful to produce a clear enunciation and distinct articulation. Music is itself a language, expressive of thought and feeling far beyond the reach of words; words derive their meaning from convention. The expression of the sentiment indicated by the words is contained in the tones which accompany them; words are but interpreters of the sentiment, rendered expressive by the tones of music or speech. In adapting music to words, it is plain that we should select tunes which will express a sentiment similar to that contained in the words; because music which is not appropriate for the words, like singing *Windham* to the words "Stand up my Soul, Shake off thy fears, and gird the gospel armor on," &c.; or to sing the tune of *Galena* with the words, "Broad is the road that leads to death," &c., would produce an effect that would be entirely lost, and which instead of the sentiment the words were calculated to produce, would only cause an unmeaning noise. The practice of changing parts in singing, such as singing tenor, and then bass, or treble, and then alto, singing louder than all others, talking, whispering, during singing, or divine service, or leaving seats after singing, to be obliged to come together for the next Hymn,

looking about the house while singing, pronouncing the words in a manner so that no one can understand one of them, nor even the singer himself, closing the book before the last sound is finished, I distinctly say, are all bad practices, and should be corrected. Remember that accent, pause and emphasis, are as important in singing as in reading.

Upon the right adaptation of music to words, and their accurate performance, in a natural and good style, depends much of their effect; the nearest approach to perfection, is the most happy expression of the combined influence of poetry and music. As a general rule, the composer himself, when he adapts words to his own music, must be considered the best judge as to rhythmical and dynamic expressions, but in many cases, these expressions, and relations, are modified, or new ones are introduced, long after the composers have slumbered in the dust. Our style of performance is ever fluctuating with the standard of musical taste. The prevailing taste calls for changes; and new music is composed and introduced, to meet the demand. The chanting style is probably the earliest, and may we not add, the most simple, beautiful, solemn, and sublime; it bears somewhat the same relation to ordinary measured church music that blank verse does to rhyme; it is less shackled by the rhythmical relations of music, and consequently better adapted to a full and free expression of poetical language. Church Music should be performed so as to express the sentiments of the author. Slow music should be performed as slow music and quick music as quick; soft music as soft, and loud as loud music; in this way we may observe a due regard to the beautiful, the ornamental, and sublime varieties of church music. It should be performed as it is written; neither jumbled into a sort of explosive, or drawled into a languishing groan. In order to express the combined force of the music and the poetry, both must be regarded, and the words expressed in a natural and distinct manner; for affectation is disgusting in all places, and on all occasions. The holy Scriptures recognize sacred song among the devotional exercises of God's ancient people. They, also, by the most animated descriptions, represent the happiness of the blest as consisting in songs of dying grace and redeeming love. How often, on some peculiarly mournful occasion, have we seen the tear start unconscious, while listening to appropriate music. This is not always the impression of melancholy sadness; but a happy combination of the affections, which produces no sorrow, but leaves a hallowed influence upon the mind. Shall we neglect the cultivation of those voices so richly bestowed upon us? Ought we not to improve them to increase our religious exercise? Shall we be unwilling to sing to our Creator's praise, in those delightful strains of sacred music, so well adapted to what our nature and our state can bear? The

Jewish captives wept when they thought of the city of their solemnities ; by the rivers of Babylon they hanged their harps upon the willows. So strong and intimate were their religious sympathies and associations, when required to sing one of the songs of Zion, they exclaimed :—" How shall we sing the Lord's song in a strange land ? " Their devotions and their songs seem to have had an immutable relation to commemorate their deliverance from Egyptian bondage, and to celebrate the feast of the pass-over ; the Hebrews were accustomed to chant the Psalms of David. As we express in our religious exercises, our humble hope of deliverance from the worse than Egyptian bondage, may we not with propriety engage in Holy Song ? Shall we look upon it as an irksome duty, or as one of our choicest and most delightful privileges ? In accordance with the Jewish custom, our Saviour, in his last public devotional exercise, when he instituted the Sacrament of the last Supper, chanted with his disciples, the Psalms of David, the Sweet Singer of Israel. This was done in full view of his sufferings for a lost and wicked world ; and since that day, many of his humble followers, in view of approaching dissolution, have sung psalms to God, their Saviour. May we imitate them in our humble Devotion.

FINALLY, *My Beloved Friends*, we have many times assembled to improve in Sacred Music. This we have used on the holy sabbath, "that day of sacred rest," to enhance our devotions, and improve the heart. Dear to me are many of the associations that have been awakened ; I shall never forget the heartfelt impressions that have been produced while thus engaged. The tenderest and liveliest sympathies of youth have been revived ; the sorrows of the mind have been dissipated, while the fondest and holiest anticipations have been indulged.

When I have met the pupils of my schools, many times have I inquired, Shall these fair and tender plants be blighted and blasted and lost ? Oh, no—it cannot be ; they will be reanimated, and transplanted beyond the grave ; and flourish in infinitely increased splendor and glory ; and we shall again unite in ascriptions of " Blessing and honor, of praise and power, unto Him that sitteth upon the Throne, and unto the Lamb for ever and ever ; " " Oh give thanks unto the Lord for he is good, for his mercy endureth for ever ; " " Let Israel now say, that his mercy endureth for ever ; Let the Redeemed of the Lord now say that his mercy endureth for ever ; " " Hallelujah to the God of Israel ! "

*And now, my friends and pupils*, permit me to express to you the deep sense of obligation which I feel for the kindness and courtesy which you have uniformly extended to me. Please accept my best wishes for the satisfaction enjoyed in our united labors in this pleasing, delightful, and

important art; and for a safe return to your homes and for the smile and blessings of heaven upon you through life, and at last may we all be so happy as to sing songs of praise to God forever.

AT ANDOVER, N. H.

Mr. Thompson had an excellent singing school here, which was encouraged by the old as well as young. The surface of this town is extremely uneven, and in some parts rocky and barren; the Ragged mountains divide the town from Hill, [so named for Gov. Hill, of Concord; it was formerly New Chester;] and the Kearsarge extends its base along the west; the soil is, in many parts, of good quality, and pleasant villages are formed in different parts of the town; it was granted in 1746, and was called New Breton, in honor of the captors of Cape Breton, 1745—in which expedition several of the grantees were engaged—it received its present name in 1799. Joseph Noyes, made a donation to the town of \$10,000 for the support of an Academy. Elder Ebenezer Chase published the “*Religious Informer*,” here, in 1819. Among the influential men of Andover, were Joseph Fellows, the first inhabitant, Silas Barnard, Josiah Badcock, Jacob B. Moore, Silas Merrill, Jonathan Weare, William Blake, William Proctor, Robert Barber, Benjamin Thompson, Joseph C. Thompson, Anthony Emery and others. The Kearsarge House has a large number of summer boarders, annually; and the Northern rail road passes through the town.

In 1844, Mr. Thompson returned to Deerfield, and that year kept three different day schools; two in Pembroke, and one in Epsom. He also had six different singing schools in the towns of Epsom, Pembroke, and Hooksett.

EPSOM, N. H.

The surface of the town of Epsom is generally uneven; but the soil is mostly good, and well adapted for grazing

or grain. Great and Little Suncook rivers pass through the place, and there are three ponds in the town. Epsom was granted to Theodore Atkinson and others, in 1727; several families had settled there before that period; it received its name from Epsom in England. The first minister of the place was a patriot named John Tucke, who died while on his way to join the American army as chaplain. Like all the other frontier towns, Epsom was exposed, in its early settlement, to the Indians; and in 1747, they took Mrs. McCoy a prisoner and sold her in Canada; but she returned after the war; they also stole the cattle in the neighborhood and most of the inhabitants fled to a garrison in Nottingham. Major Andrew McClary, a native of this town, and a gallant and meritorious officer, fell at the battle of Breed's Hill, in 1775. Like the Illustrious Roman, he left his plough on the news of the massacre at Lexington, and in the action, when he lost his life, displayed great coolness and bravery.

#### SEARGENT BLAKE.

This man bought more than one hundred acres of land in the centre of the town for ten shillings, and turned in an old jack-knife for one shilling of that sum. The only place he had for baking, for several years, was an oven built upon a flat rock. Blake was a curious marksman and an expert hunter; he secured the respect and friendship of the Indians, so that they never injured him. A large party once surrounded him, and seeing his perturbation, they patted him on the head, and said they would not hurt him, but wanted something to eat; and Blake happening to have a quarter of a bear, he had killed, in the house, gave it to them. They took it and threw it whole upon the fire, and very soon began to cut and eat from it as it roasted. The next morning they proposed

trying skill with him in firing at a mark; but finding themselves outdone, they commended him for his skill, and told him if he would go off with them, they would make him their big captain. The Indians often visited Blake, and his kindness to them, they never forgot, even in time of war. One time when Blake was in the woods hunting for his cow, he was surprised at a shrill whistle, and was told by a chief the reason. "Young Indian," said he, "put up gun to shoot friend; me knock it down, and whistle to show you was the great captain, and young Indian *now* know you; you are safe." Such was Indian friendship.

#### HOOKSETT, N. H.

In Hooksett are those beautiful falls in the Merrimack river, formerly known by the name of the Isle of Hooksett Falls; the descent of water is about sixteen feet perpendicular in thirty rods. A high rock divides the stream, and a smaller rock lies between that and the western shore. From an eminence, called the Pinnacle, on the west side, there is a delightful landscape; the water above and below the falls, the verdant banks, the cultivated fields, and the distant hills in the back ground, form a picturesque scene, which relieves the eye of the traveler from the dull uniformity of a road not rendered remarkably pleasant otherwise. The soil in a considerable portion of this town is not of the most fertile character; but there are some excellent farms. The village on the west side of the river was formerly a place of considerable business; and the old Londonderry turnpike passed through this village. The Hooksett canal, in this town, was one fourth of a mile long, and originally cost the sum of \$6,210. The town was incorporated 1822; and a large cotton factory was soon after built on the east side of the river.



On returning home Mr. Thompson was desired to resume school teaching in his native town, and received the following broad recommendation, which was so written, in order that it might be used at home, and in any other place, if desired.

TO WHOM IT MAY CONCERN.

This certifies that we have examined Mr. Benjamin B. Thompson, of Deerfield, in respect to his qualifications to teach the various branches required to be taught by a school-master, in the District Schools, in the State, and are of the opinion that he is qualified according to law. Witness our hands, this sixth day of December, in the year 1845.

IRA ST. CLAIR,  
DANIEL P. CURRIER,

Sup't. School Com. of Deerfield.

Mr. Thompson now had considerable experience in teaching not only day schools, but music schools, and had become generally known as a professor and as a master who always had been successful, and who always kept schools that would show improvement and progress at the close, whatever the condition at commencement. Mr. Hersey, and Doctor Moore, had early taught Mr. Thompson, that *reading well* was considered a very good test of the talents and attainments of the scholar; and that the very same thing was true and doubly requisite in singing and performing upon an instrument. Elocution, oratory, and good reading, are as beneficial to common school pupils as to musical students. Music should be treated like other regular branches of instruction; and if so treated, as many probably would be found to excel in music as in arithmetic, writing, or any other of the required school studies. All cannot be distinguished musicians, orator, nor poets; but this is no reason why the elements of grammar may be neglected, which every one, whether orator or poet, must use more or less in common. Let it be distinctly remembered that the power of understanding

and appreciating any branch of study may be acquired, even where the power of excelling in it is found wanting.

#### REASON FOR FORMING A CONCERT COMPANY.

In 1845, Mr. Thompson traveled during the summer, as a Book Agent, with Willson's History of the United States, introducing it into the schools and making large sales. He had long been training his children for the purpose of giving public concerts; and in the fall of this year commenced his concert tours with his family; giving between 1845 and 1849 about fifty different concerts, in the principal towns of New Hampshire and Massachusetts. His company consisted of himself as leader, violinist, violoncellist and melodeon accompanist; his only daughter, and three of his boys; making five in all. The ages of the children being from seven to thirteen years. In addition to his concerts, he taught day school in Epping, in 1846, 1847 and 1848, and also singing schools. It will be seen by the copy of a Poster, which is presented below, that Mr. Thompson advertised the family as consisting of four persons; not including himself or his younger son, though they were present. Traveling musical companies, in New Hampshire, were not as numerous or as well qualified as they now are, and Mr. Thompson did not attempt to herald his family as *wonderful* at all, but as simply juvenile singers, who had learned, under his direction, quite a number of pleasing moral songs, duets, trios and quartets; which were to be rehearsed in public for a sum so very small, that school children, as well as others, could afford to attend the concerts, be pleasantly entertained and perhaps benefitted. New Hampshire people have been noted patrons of music and concerts; and the State has sent out a larger number of music teachers and school teachers, than any other State in the Union; yet very few,

to day, with the system of teaching that prevails,—very few, calling themselves singers, are capable of performing a simple song *well*; that is, correctly; with truth, with expression, in good style, and with a pure and sympathetic voice. Suppose you select, from a company of fifty, one at random, and say to him:—here is an old song, quite simple, quite touching; whose tender melody does not modulate, but keeps within the modest compass of an octave; please sing it to us; would that person sing it? It is possible, but more probable that in the attempt he would exterminate the poor little flower. I have witnessed trials of this kind, and on one occasion found *a singer*; when *he* sang, the hearers felt themselves gradually filled with an unaccustomed excitement; they were intoxicated by the art of sounds; lifted to an immeasurable height above the ordinary plane of life! They heard music rightly interpreted; they felt not only the power of pure tones, but felt music united, and properly united, with soul stirring words! There was musical effect! This was what Mr. Thompson attempted to show with his unpretending musical family; he had labored long, and *tried* to enable his children to understand and to express the lights and shades of both words and music. He felt confident that there was a point at which human speech became musical, at least, in its effect; he had learned that a person, under the influence of deep emotion, expressed that emotion by the tones of his voice as much as by any words he might utter. At the battle of Ulm, the great Napoleon, who did not speak German, harrangued some Bavarian troops, who did not understand French. They understood *him*, however, and were as much inspired by his voice as they would have been by the singing of a national anthem, a song of liberty, or any kind of war-song. To produce and give examples of true simple music, for the edification

of such as might hear his family sing, was why Mr. Thompson organized his concert company.

The following is a copy of the Poster, which, without any alteration except that of writing the name of the Hall or Room where the concert was to take place, was regularly stuck up in a few public places in the town or village where the family decided to sing; and *that* was all the notice then thought necessary; and it was all the advertising that this family used to introduce themselves.

The children of Mr. Thompson, who took active parts in nearly all the Concerts given by the Family, were:—

ARIANNA S. THOMPSON, born in Deerfield, 1832; she was 13 years of age.

JOHN L. B. THOMPSON, born in Deerfield, 1834; was 11 years of age.

B. EDWIN THOMPSON, born in Deerfield, 1836; was 9 years of age.

PETER S. THOMPSON, born in Deerfield, 1838; was 7 years of age.

#### THE POSTER.

THE THOMPSON FAMILY, consisting of four juvenile singers, would respectfully announce that they will give a Juvenile Concert of vocal music, at the Town Hall. The Concert will consist of a great variety of Songs, Duetts, Trios, Quartetts, &c. Doors open at 7. Concert to commence at 8, precisely. Tickets 12 1-2 cents, to be had at the Bookstores and at the Door.

The Poster used, it will be noticed, was not a very attractive one, nor was the price of admission such as to prevent the attendance of persons who had any curiosity to gratify, or who were fond of music. The low price system gave even children an opportunity of "going to the concert," and though the performance was often in large halls, they were generally filled; and the concert business proved to be a paying business. The following is the Program of the music sung at Mr. Thompson's popular Old Folk's Concerts, of which he gave several from 1845 until 1857, generally singing the same tunes, except when requested to substitute others; but he used for all, very nearly the same class of music.

OLD FOLKS' CONCERT! At Deerfield, Tuesday evening December 21, 1845. B. B. THOMPSON, Conductor.

## PROGRAMME.

## PART 1ST.

|                 | Page. |                   | Page. |
|-----------------|-------|-------------------|-------|
| 1. Bridgewater, | 13    | 8. Pennsylvania,  | 184   |
| 2. Northfield,  | 124   | 9. New Jerusalem, | 112   |
| 3. Montgomery,  | 126   | 10. Complaint,    | 35    |
| 4. Mount Sion,  | 144   | 11. Greenwich,    | 60    |
| 5. Russia,      | 26    | 12. Hallowell,    | 95    |
| 6. Danbury,     | 78    | 13. Invitation,   | 45    |
| 7. Calvary,     | 97    | 14. Sherburne,    | 113   |

## PART 2ND.

|               |     |                        |     |
|---------------|-----|------------------------|-----|
| 1. Turner,    | 123 | 8. Pilgrims' Farewell, | 172 |
| 2. Amity,     | 155 | 9. Montague,           | 63  |
| 3. Anthem,    | 242 | 10. Victory,           | 115 |
| 4. Stafford,  | 136 | 11. Topsfield,         | 195 |
| 5. Ocean,     | 77  | 12. Ode on Science,    | 272 |
| 6. Majesty,   | 80  | 13. Old Hundred,       | 9   |
| 7. Worcester, | 152 |                        |     |

## AT PEMBROKE, N. H.

It appears, by the following, that Mr. Thompson taught in the town where the famous PEMBROKE ACADEMY is located, in 1846.

This certifies that we have examined Mr. Benjamin B. Thompson in respect to his qualifications to teach the various branches required to be taught by a schoolmaster in the District schools of this State, and are of opinion that he is qualified according to law.

WARREN F. EVANS,  
FRANCIS ROSE,

Supt. School Com. of Pembroke.

Pembroke, Nov. 12, 1846.

## DRAWING.

At Pembroke, the opinion was expressed that there was no good reason for excluding the art of Linear Drawing

from any liberal scheme of popular instruction ; for it has a direct tendency to quicken that important faculty called observation ; it is also a supplement to writing, and is in close alliance with geometry. It is conversant with form, and intimately connected with all the improvements in the mechanic arts. In all the mechanical and many of the other employments of life, it is of high practical utility. Drawing, like music, is not an accomplishment merely—it has important uses ; and where music has been successfully introduced into schools, drawing should sooner or later follow.

#### THE TOWN.

Pembroke is the ancient Suncook of the Indians, and was granted in 1727, to Capt. John Lovewell, and his brave associates, in consideration of their services against the savages ; forty-six of the grantees accompanied Lovewell in his last march to Pequakett ; his company consisted of sixty-two in his first enterprise ; the first child born in Pembroke was Ephraim Moore. The Academy, in this town, was founded by the liberal donation of Dr. Abel Blanchard, and has been a very flourishing institution. There is one peculiarity in this place ; the public roads were laid out at right angles, dividing the territory into squares ; the main street running parallel with the Merrimack river, in a straight course, about three miles ; from the river the land rises in extensive and beautiful swells, yielding in abundance when cultivated. Suncook was originally a part of Pembroke and has become a flourishing village. [See mention of Suncook in another place.]

After closing his school in Pembroke, Mr. Thompson returned to his farm, which, though he was much away, was always in the care of some one who kept it in a good state of cultivation, so that its productions were always turned to good account. Some years, as in 1846, the

teacher was on his farm during nearly all the active time of farm labor ; and in 1847, it appears that he worked upon his land until winter, when he again kept school in Deerfield, where he was engaged whenever his services could be obtained.

TO WHOM IT MAY CONCERN.

This certifies that the bearer, Mr. Benjamin B. Thompson, is in our opinion well qualified to instruct in all branches of education required to be taught in our common schools.

N. HOOPER,

Deerfield, Dec. 4, 1847.

E. N. HIDDEN.

CAPT. JOHN DUDLEY.

Though never in the regular army, Capt. Dudley at one time commanded a company of militia, in the town of Deerfield ; and this company occasionally performed war-like deeds in the neighborhood of Butler's tavern, at Deerfield Parade, where the famous Benjamin F. Butler, now a distinguished lawyer, statesman, politician, and general, residing at Lowell, Mass., was born. Captain Dudley was a bachelor, and had an old maid for a housekeeper ; and he tilled the rocky soil of the lands where he was born, like an honest, industrious man. He was acquainted with Governor Benning Wentworth ; and he made it a point to call on the Governor when at Portsmouth, (where he sold his farm produce,) in order that he might show Deerfield people how intimate he was with his Excellency ; Governors in those days, were considered as persons of consequence—they were distinguished and honored more than modern chief magistrates. To add to his importance, Dudley ventured to invite the Governor to call on him, at Deerfield, on his way into the country ; where he journeyed summers ; and the Governor promised to do so. Capt. Dudley expected the visit sometime in a certain week, and kept near his house, busily employed as usual. One very warm day, his housekeeper came puffing

into the field, to inform him that a grand carriage, which must be the Governor's, was at a little distance. The captain ran into the house, and had hardly time to slip on his military coat and cocked hat, ere his excellency drove up. With his trusty sword in hand, Dudley hurried out into the street, and assuming a true captain-like strut, paid a martial salute to the chief magistrate; who on beholding him, burst into a hearty laugh, in which he was joined by his carriage companions. This rather discomposed the valiant man of the sword, and made him forget his prepared speech of welcome; but he was put to immediate flight, when the Governor, from the carriage, remarked:—"Captain Dudley, I am glad to see you; but I think your appearance, as a military man, would be somewhat improved, if you were to add to your uniform *a pair of breeches!*" This article of dress, the good Captain, in his haste to pay his respects to the Governor, had entirely forgotten.

#### AT EPPING, N. H.

In the fall of 1848, Mr. Thompson taught school in Epping, N. H., where his former teacher, Dr. Moore, resided; from whom he received his musical education. Among the early settlers of Epping, was Rev. Josiah Stearns, who was born in Billerica, Mass., 1732, and was ordained at Epping, in 1758. He was an ardent friend of his country and an able defender of her rights; when the revolutionary contest commenced, he took an active and decided part in opposition to the ungenerous and impolitic measures of Great Britain; he believed the American cause to be the cause of God, and that it would prevail; so strong was his confidence in this, he was often heard to say, that through the whole struggle, he, at no time, for half an hour experienced a doubt of the final successful issue. He was a member of the first provincial Congress.



Some of his family were in the field, during the greater portion of the war, sometimes two and sometimes three at a time ; and he sacrificed most of his worldly interest in support of the American cause. He was a worthy man ; and died at Epping, in 1788, at the age of 57 years. Epping was the residence of Gov. William Plumer, one of the most distinguished and estimable citizens of the State ; he was known as a writer for the newspapers, over the signature of Cincinnatus, for many years.

This may certify that we the undersigned are of opinion that Mr. B. B. Thompson is qualified to teach the various branches required to be taught in the district schools, in this State, according to law.

|                 |                                      |
|-----------------|--------------------------------------|
| THOMAS FOLSOM,  | } Supt. School Com.<br>of<br>Epping. |
| J. C. PLUMER,   |                                      |
| R. K. LAURENCE. |                                      |

Epping, October, 1848.

#### A SICK QUAKER.

Congregationalists were the first settlers of Epping ; and for a number of years *all* the inhabitants were of that sect. Some Quakers early settled in the place, and in 1769, Jonathan Norris, a Quaker, was imprisoned for not paying taxes to support the congregational minister ; but, in time, other Societies organized, and Epping has now the usual number of different denominations to be found in other towns. It is related that on a certain time, when one of the Epping Quakers was dangerously sick, and given up by the doctors, a very homely but devout congregational sister, who never missed an opportunity of doing what she could to save sinners, by making them converts to her belief, called to see the sick friend ; and being particularly zealous, she supposed it a duty to tell him that she believed God had commissioned her to inform him that unless he renounced his doctrines, and at once embraced the congregational faith and religion, she feared he would be damned. To all which the Quaker replied :—“ Pooh,

pooh ! go thy way ; thee and *me* think differently ; go thy way, good woman ! God would never send any message by such an ugly, old looking female !” The Quaker recovered, and lived to inform the old lady that he hoped her faith would save *her* ; but he didn’t know how anything else could.

HEDDING CAMP MEETING at the time I visited it, at East Epping, N. H., was held in a very pleasant locality. The natural amphitheatre, where the preaching takes place has seats for four or five thousand people, and around it I counted 128 cottages and 111 tents. The public dining hall will seat between four and five hundred at a time ; and I was told that on this particular day over one thousand had dined here ; and at the restaurant more than three thousand persons had been supplied with lunch. Cooking is done on the grounds ; and, along by the fences, horses are picketed and fed ; leading one to think himself within the enclosure of some vast show, or fair. I was informed that the people gather within this enclosure, weeks before the camp-meeting opens, and enjoy a sort of summer vacation. On the day of my visit, there were present 15,000 people. How many of all this multitude were there for religious instruction, or how many were benefited in a religious point of view, I cannot say ; but it seemed to me that the social feature of the camp meeting was delightful, and that this drew the multitude.

#### CONCERT AT NOTTINGHAM.

Mr. Thompson, though frequently ‘at Nottingham, did not take any school there, nor did he teach music in that place ; but he gave a Concert there in 1848, which was well patronized by the people. The place called the “Square,” is a pleasant village, on an elevated site ; the town was incorporated in 1722, and settled in 1727, by

Capt. Joseph Cilley, and others; Gen. Joseph Cilley, a son of one of the early settlers, was distinguished for his bravery and patriotism, during the revolution, and afterwards was a State senator and counsellor; died in 1799, aged 65. Thomas Bartlett was an active revolutionary patriot, one of the committee of safety, was at the capture of Burgoyne, commanded a regiment, as Colonel at West Point, when Arnold betrayed that post, and afterwards was speaker of the house and a justice; died in 1807, aged 59; Gen. Henry Butler was an officer in the revolution, a justice and a senator; died in 1813, aged 62. Many of the descendants of these worthies have been prominent men in the town and still remain influential in the place. A powerful tribe of Indians used to reside in Northwood near this town; the soil is good, and there are many fine farms, well cultivated; agriculture being the chief occupation, though there is considerable trade at the village. During the Indian war of 1752, several persons who had left the garrison to attend to their houses a short distance away, were killed by the savages. The town is very healthy and many individuals have lived to great age.

#### REMOVAL TO EXETER, N. H.

From the following certificate it appears that the farmer, school teacher, and singing-master, of Deerfield, at length was to instruct the youth of Exeter; a town lying about the falls which separate the fresh from the tide water of a branch of the Pascataqua, called by the natives Squamscott, but now known by the name of Exeter river.

We certify that Mr. Benjamin B. Thompson is well qualified to instruct youth in the various branches required to be taught in an English school in the State of New Hampshire.

|                  |                  |            |
|------------------|------------------|------------|
| JOHN KELLY,      | } Superintending |            |
| NATHANIEL SHUTE, |                  | School     |
| J. G. HOYT,      |                  | Committee. |

Exeter, April 6, 1849.

Mr. Thompson did not calculate to give up farming ; but he received such flattering proposals from Exeter that he concluded to lease his farm or hire it carried on, while he should take up a residence where he thought the prospects were much better for him.

#### THE TOWN.

In 1849, he moved to Exeter, where he taught a day school and music for seven years ; having many excellent scholars. The town is pleasantly situated ; it was, at this time, a place of much importance, having many different manufactories established, some mills, various mechanical establishments, churches, printing offices, a large trade, a bank and an academy. The soil of Exeter is good, and the town is eminently agricultural. The academy was founded by the liberal donations of John Phillips, in 1781, and at his death, 1795, he bequeathed to the institution, a large portion of his estate ; the building stands on a plain, near the centre of the town, and is well provided with accommodations for the different branches of instruction. The first settlers, in 1633, formed themselves into a body politic, chose their magistrates, and bound the people to obedience ; their laws were made in popular assemblies ; and the combination thus entered into subsisted about three years. In 1642, Exeter was annexed to the county of Essex, Massachusetts ; and in 1643, the town came under the jurisdiction of the county of Norfolk ; but in 1741, again became a town of New Hampshire. Exeter suffered much from the Indians, and the discharge of a gun providentially saved the place and people from destruction, in 1697. A body of Indians had lain in ambush, intending to attack the place on the following morning. By an alarm caused by a gun fired to frighten a few women and children, who went into the fields after strawber-

ries, contrary to the advice of their friends, the people were brought together in arms; seeing this, the Indians supposed they were discovered, and precipitately retreated, killing one person, wounding another, and capturing a child, as they left; many persons were afterwards killed and taken prisoners. Among the famous men of Exeter, were Samuel Tenney, a member of Congress; Gen. Nathaniel Peabody, who was a member of the old Congress and speaker of the House in 1793; Nicholas Gilman, a member of Congress and President of the Senate; Gen. Nathaniel Folsom, a member of Congress and a famous revolutionary officer; Jeremiah Smith, member of Congress, and Judge of the Superior Court of New Hampshire, and Governor in 1809; John Taylor Gilman, a supporter of the revolution, a member of Congress, a representative, State treasurer, and for fourteen years Governor. Exeter has at all periods of its history possessed eminent and useful men; and some of the first lawyers and jurists, antiquarians and scholars have received their early education at its literary institutions. The Robinson Female Seminary was opened here, in 1867, having a bequest of \$250,000. Exeter has furnished the State and nation with many eminent men, and is now an extensive manufacturing place; the Boston and Maine railroad passes through the town.

In 1850, Mr. Thompson taught music at Kingston.

NAMES OF THE SCHOLARS who attended Mr. Thompson's school, at Exeter, N. H., April 7, 1851. Some other pupils attended a portion of the term, whose names are omitted.

Chauncey K. Kiddler, John A. L. Julian, Benjamin B. McNeil, Franklin Swazey, John E. Dodge, Horace H. Meloon, John W. Weeks, David G. Rollins, Bralbury L. Cilley, John K. Cilley, Joseph E. Janvrin, Peter S. Thompson, John L. B. Thompson, James B. French, John H. Tamer, Henry Janvrin, Jewett Swazey, Howard M. Moses, Alfred Gilman,

Franklin Burley, George N. Julian, Oliver A. Towle, William Steele, Warren S. Dearborn, Franklin Dolloff, John Leavitt, Franklin C. Eastman, Frederick W. Sawyer, George E. Stuart, Daniel W. Ranlet, Elizabeth Julian, Margaret Leavitt, Lucy A. Gordon, Irena Dolloff, Kate Moulton, Adella F. Cram, Susan Leavitt, Annah Leavitt, Harriet Davis, Adelaide Towle, Anna Robinson, Mary Moses, Eugenia Moses, Rebecca A. French, Abby Allea, Hannah Swazey, Mary Anna Randlet, Melissa Spiller, Joanna Spiller, El'en M. Lane, Sarah Barker, Caroline N. Sinclair, Mary E. French, Emily Sanborn, Harriet Leavitt, Mary Pearsons, Mary E. Leavitt, Caroline Weeks, Abbey Swazey, Emma Eastman.

JOHN KELLEY,  
NATHANIEL SHUTE, } School Committee.  
J. G. HOYT.

All Mr. Thompson's schools, in Exeter, were very pleasant and uniformly showed marked improvement from year to year. He thinks that he had the good will of every scholar; and this made his schools successful, and greatly aided him as a teacher.

In 1852, Mr. Thompson gave some concerts, as the following Program shows. This concert was so satisfactory that it was repeated by request at Exeter, where the performers were highly complimented; and the "Squamscott Nightingales," it was said, did honor to Jenny Lind, to themselves, and to their *new name*.

JENNY LIND will not sing in Epping this week, but the Squamscott Nightingales will give a Concert in Prescott's Hall, Monday evening, April 19th, 1852, consisting of Duets, &c., of the best selection.

B. B. THOMPSON, Conductor.

1st SOPRANO.

SARAH A. DREW.  
MARY O. ROBINSON,  
DELIA F. BUTTRICK.

2d SOPRANO.

ELLEN E. MITCHELL,  
ESTHER O. WARREN,  
MARY H. RANDALL.

PROGRAMME.

PART FIRST.

1. Lilla's a Lady.
2. Ossian's Serenade.
3. Come to the Forest.—Music by

*O. E. Dodge.*  
*T. Bricher.*

- |                                   |                        |
|-----------------------------------|------------------------|
| 4. My Mother's Grave.—Arranged by | <i>B. B. Thompson.</i> |
| 5. White Mountain Serenade.       | <i>O. E. Dodge.</i>    |
| 6. Lady of beauty.                | <i>Knyvett.</i>        |

## PART SECOND.

- |                                          |                         |
|------------------------------------------|-------------------------|
| 1. Greeting Glee.                        | <i>N. Barker.</i>       |
| 2. The Moon is beaming o'er the Lake.    | <i>J. Blockley.</i>     |
| 3. When twilight is stealing.            | <i>E. L. White.</i>     |
| 4. Peaceful are the night winds sighing. | <i>L. V. H. Crosby.</i> |
| 5. O, Boatman row me o'er the stream.    | <i>E. L. White.</i>     |
| 6. The happiest time is now.             | <i>J. C. Baker.</i>     |

Doors open at 7, Concert to commence at 7 1-2 o'clock. Tickets 12 1-2 cents, to be obtained at the door.

Epping, April 17, 1852.

## REPORT OF COMMITTEE.

In 1852, the report of the School Committee, written by J. G. Hoyt, thus speaks of the Grammar school, under the instruction of Mr. B. B. Thompson:—This school continued 42 weeks; the teacher is “a gentleman who has seen some service, and of whom we have had occasion, in former Reports, to speak favorably more than once. The school we have never seen appear better than at our last examination. There was a familiarity with the subjects under discussion, and a consequent emancipation from the ordinary bondage to text books. The first class in Arithmetic and Grammar, with the exception of a few individuals, merits especial commendation. They had been manifestly well taught and had made rapid progress. The professional enthusiasm of the teacher had been caught by the pupils, and the school-room was as busy as the weave-room of a Factory in the time of high dividends. Truancy, a sort of compound villainy made up of lying and laziness, is becoming in this school more rare, and uniform attendance more common. During the two last terms six scholars were not absent from a single exercise. Their names, which deserve to be put upon record, are

ARIANA E. SMITH, MARY J. SMITH, WILLIAM H. BUSWELL, JAMES IRVINE, GEORGE W. ROBINSON, and JAMES DERBY, JR. The whole number of different scholars through the year was 89; the average daily attendance 52. The regular exercises of recitation have been interspersed and enlivened by *singing*, in which department of human culture, it is no disparagement of several other schools in town, in which music is taught, to say that this school stands first and highest. In view of fears sometimes expressed, it is proper, perhaps, in this connection to add, that we have never yet visited a school-room, in which we found any reason to believe, that the singing had checked the progress of the scholars in their prescribed studies. The effect is exactly the opposite.—Besides, it not only quickens the intellect and relieves the tedium of protracted labor, but it is efficient as an agent in government, soothing as it does excited passions and controlling turbulent and rebellious natures. The evil spirit, which David's harp drove out from Saul, is not the only evil spirit that has been laid by music."

|              |                  |            |
|--------------|------------------|------------|
| J. G. HOYT,  | } Superintending |            |
| NATHL SHUTE, |                  | School     |
| W. G. PERRY. |                  | Committee. |

#### QUALIFICATIONS OF A GOOD TEACHER.

The same Report says:—It must not be supposed that every person, who can pass examination is fit to manage a school. It takes a peculiar man to be just the right sort of a Teacher. He is an article compounded of various ingredients such as you cannot ordinarily buy at the apothecary's. As to his intellectual qualifications, his mind should be a fountain and not a reservoir. His knowledge should gush up of itself and not have to be drawn up by a windlass. He should be a man of ingenuity and tact, of various resources and expedients, and not a helpless crea-



ture of custom, plodding on day after day in the same old path like a horse in a barkmill. He should be fresh in his feelings and sympathies, and not a petrified post of Medusa—his heart should be young in all its pulsations, though his head may be as bald as Elisha's. Endued with a courage and resolution that know no defeat, he should, like Dickens' Raven, "never say die." He should be a man of the world as well as a man of books—familiar with human nature not less than with Mitchell's Geography. He should be a scholar of some breadth as well as depth, knowing something more than the mere routine of daily study; and not a man whose half dozen thoughts rattle in his vacant head like shrunken kernels in a bean-pod. His mental store-house should be filled with the fruits of various and extensive reading, so that he need not be compelled to draw his illustrations for the Recitation-room from the "Tales of *his* Grandfather" or from the treasures of a last year's almanac. In addition to his intellectual furnishing, he should be a man of integrity, of moral rectitude and purity of character, imbued with the spirit of truth and wisdom. If, beside all this, the light of a Christian faith should irradiate his scientific and literary acquirements, it would serve to give them a brighter lustre; even as "a lamp set in an alabaster vase brings out into bolder relief and clearer expression the beautiful figures which may be sculptured upon it." Let the Common School Teacher possess qualifications like these, and he can do much, perhaps more than any single individual for the renovation of human society.—But he cannot do every thing alone, and should not be condemned for other peoples' sins. He needs the active co-operation of the parent and the community. If, as it is sometimes said, he takes the child as the sculptor takes the marble from the quarry, there is yet one important difference: when the sculptor

leaves his work for rest or relaxation, the half-formed statuary remains as he left it. But the pupil is never found as he was left. The self-developing power of the subtle element of life cannot be calculated by any rules of art. Excrescences may burst forth from him in some evil hour, which cannot be chipped off with hammer and chisel. And then, too, other hands, besides the Teacher's have been busy upon him in giving form to his plastic nature. Silently and unobserved mysterious influences, in the street and by the fire-side, at noon-day and beneath the quiet stars, have been at work. The character, which promised to reveal, in the beauty and symmetry of its proportions, an Apollo Belvidere has been touched by the Spoiler and has become a Caliban of misshaped ugliness.

In 1852, Mr. Thompson taught music at the Teachers' Institute, at Epping.

In 1853, Mr. Thompson taught music at the Teachers' Institute holden at South Newmarket, and had a singing school in that place.

Exeter, July 10, 1854.

This may certify, that Mr. B. B. Thompson has been for several years the Master of one of the Grammar Schools in this town. During his whole continuance with us, he has given entire satisfaction to his patrons. He has shown himself "apt to teach" and abundantly able to govern. He has invariably preserved perfect order in his school-room without harsh severity; and has exhibited the faculty, somewhat rare, of maintaining familiar and friendly intercourse with his pupils, without compromising in the least his authority, or losing their respect. Mr. Thompson is cheerfully commended to the confidence and patronage of any, who may wish to secure the services of a thorough and efficient teacher.

A. H. HOYT, School Commissioner for Rockingham County.

|                                                                 |   |                           |
|-----------------------------------------------------------------|---|---------------------------|
| J. G. HOYT,<br>ASA MANN,<br>WILLIAM G. PERRY,<br>L. W. LEONARD. | } | Superintending Committee. |
|-----------------------------------------------------------------|---|---------------------------|

Two years and a half further service, as Principal of the same Grammar school, has served to confirm our good opinion of Mr. Thompson, as expressed in the foregoing recommendation.

J. G. HOYT.

It will be seen that Mr. Thompson was sustained and encouraged at Exeter, by the most influential men of the place.

PRINTED REPORTS.

In the printed report of the Superintending School Committee of Exeter, N. H., for the year ending March 9, 1854, the committee say:—"The First District have had the advantage of retaining their whole board of teachers in the Primary and Grammar Schools. And the committee have not changed their opinion of their worth, faithfulness, and laboriousness. \* \* \* \* The energy and faithfulness of Mr. Thompson, is indicated in the fact, that of twenty from his school, who were examined for the High School, last year, nineteen were admitted; and of nineteen this year, the whole nineteen were admitted.

THE STUDY AND PRACTICE OF MUSIC.

We regard this as important, not only as a pleasant variety in schools, and a recreation from more silent studies (and this alone would be sufficient to recommend its introduction)—not only as an attainment valuable in itself in every relation of life, and through life,—but as a happy means of improving the whole mind, and as very closely connected with and productive of true taste and a nice skill in reading. We will not say that one cannot be a good reader without being skilled in music; but we will say that the same person cannot be so good a reader, as he himself may be, without it. Both the agreeableness and the power of a good reader depends on his striking appropriate intervals and upon those qualities of voice which the practice of music will give him. The practice of music is therefore direct in its relations to good reading—which is one of the rarest, one of the highest, one of the most powerful of attainments, valuable to a person in his own silent reading, valuable in all his speech with his

fellow men. But music is still further important as giving discipline to the attention. The great difference among men as to the amount of mental labor they can perform, is to be accounted for, not so much on the ground of difference in native capacity, as of difference in their habits of attention. The mind of childhood is averse to voluntary effort. It flutters and flies from object to object—willing to be held by some attractive quality, if held without its own effort. Too many persons carry this fault into their maturity. Their great want is the power of concentrated and prolonged attention. An immense advantage is at once gained by acquiring this power and forming it into a habit. Then the relations of truth reveal themselves to their minds and what they hear, or read, or think, is lodged safely in the memory. The Mathematics have been justly esteemed of the highest value in this respect. But it has been well remarked that Music is mathematics in action, agreeable action. The pupil can learn to add, subtract, multiply and divide by whole, half, and quarter notes, as well as by Arabic figures; while tones and semi-tones with the exponent flats and sharps, may give him a practical idea of fractions as accurate as the examples of Colburn; and he is at the same time gaining habits of precision and method, which cannot fail to benefit him in every engagement of life. Where the drill in music is thorough and spirited, it will not yield to any study whatever in exercising the mind, in concentration of the attention, in precision and method, and in rapidity of thought. A few minutes observation of a school in a musical exercise under an energetic master, would convince any one of the truth of this remark. For the moment the attention slips and precision and method is lost, the charm is broken, music takes her flight, and the air is filled with “wild confusion’s dreadful noise.”

ASA MANN, *for the Committee.*

In 1854, Mr. Thompson, with his Exeter class of singers gave a concert at the Lecture room, as follows :—

CONCERT. B. B. Thompson with his class of singers, will sing in the Lecture Room, Thursday Evening, April 27.

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PROGRAMME.

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PART FIRST.

1. Wait for the Wagon.
2. White Mountain Serenade.
3. My old Kentucky Home.
4. 'Tis midnight hour.
5. Do they miss me at home.
6. O, where is the spot, &c.
7. Lilly Dale.
8. Reply to Lilly Dale.

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PART SECOND.

1. Greeting Glee.
2. Ida May.
3. No, ne'er can thy home be mine.
4. Somebody's coming.
5. When moonlight is stealing.
6. Willie's on the dark blue sea.
7. Lone starry hours.
8. Fair Ella Lee.
9. Despair not of home.

Doors open at 7, to commence at 7 1-2 o'clock. Tickets 12 1-2 cents, at the usual places.

Exeter, April 26, 1854.

GRAMMAR SCHOOL.

In 1855, Mr. Thompson had charge of the Grammar School, for forty weeks, with eighty-three different scholars. The committee, by William G. Perry, say of him :—

“ He is not a stranger in our Report, and when a school continues from year to year, under the same faithful and competent Instructor, we cannot avoid repeating the same in substance, as has been laid before you in former Re-

ports. Mr. Thompson has had much experience in teaching, both in this town and in others. We have in our visits been uniformly pleased with the examination of the different classes. He tries to infuse spirit and activity into the school, and he succeeds—everything is performed quickly; questions are answered as soon as proposed. The visitors to this school will be struck with the truth of that oft quoted line :

“ Music hath charms.” &c.

The committee in the same Report, say:—We seek to educate the people; we seek to improve men’s moral and religious condition. In short we seek to work upon mind as well as matter. And, in working on mind, it enlarges the human intellect and the human heart. We know when we work upon materials immortal and imperishable, that they will bear the impress we place upon them, through endless ages to come. If we work on marble it will perish; if we work on brass time will efface it; if we rear temples they will crumble to the dust; but if we work on men’s immortal minds, if we imbue them with high principles, with the just fear of God and of their fellow-men, we engrave on these tablets, something which no time can efface, but which will brighten and brighten to all eternity.

This year Mr. Thompson received the following complimentary certificates.

The Grammar School in Spring street, was taught forty-two weeks, by Mr. B. B. Thompson. The whole number of pupils was eighty-nine, and the average daily attendance fifty-five. Mr. Thompson’s school has fully sustained its former reputation. His instruction is thorough, discipline exact, and the recitations of his pupils are satisfactory, both as to loudness of voice and precision in answer to questions. The music lessons, given as a part of the daily exercises, would cost no small sum, if paid for at a separate singing school. The singing of the pupils at the closing examination was very good, superior to that of any public school with which we are ac-

quainted. The instrument in the school room belongs to Mr. Thompson, and no charge has been made for its use. We regret that he contemplates leaving the school, but it is hoped that increased compensation will induce him to remain. Singing has been a part of the exercises in nearly all the schools, both summer and winter. It is a means of moral influence, which if possible, should never be neglected. If the songs are judiciously selected, and sung with proper care and attention, they will produce deeper and more lasting good impressions than direct instruction by precept. The time has arrived when those who employ teachers make the inquiry "can they sing?" and, other things being equal, the teachers who can sing are preferred.

ASA MANN, } Sup't. School Com.  
L. W. LEONARD, } of Exeter, N. H.

March 13, 1855.

Exeter, N. H., March 20, 1855.

TO WHOM IT MAY CONCERN.

This certifies that Mr. B. B. Thompson, the bearer of this certificate, has taught a public Grammar School in this town for several years. I have visited this school at various times; and I regard him as a teacher amply qualified to instruct youth in the several branches of an English education. His instructions are thorough, imparted with facility, and in a manner calculated to engage the attention, and attract the interest of his pupils. He has been firm and decided in his methods of discipline, never failing to secure good order. The recitations of his pupils were prompt and accurate. Slovenly answers were not permitted to pass uncorrected, and, in all the exercises of the school-room, there was a due degree of life and animation. As a teacher of music in his school, he has had superior success; and the exercises in singing were performed with spirit and good taste. Both he and his pupils deserve, as they have received, high commendation for their successful efforts in this branch—the exercises of which are so important and interesting. Mr. Thompson speaks of leaving his situation in Exeter; and if he does so, it will cause much regret to those who are acquainted with his valuable services as a teacher of youth and his worth as a citizen.

LEVI W. LEONARD,

A member of the Superintending School Committee of Exeter, for the year ending March 13, 1855.

In 1855, Mr. Thompson taught music in the Teachers' Institute, and also gave a concert at Exeter, which, as will be seen by the following program, was repeated, by particular request.

CONCERT. Young Folks at home. And by request will repeat the Concert given in March last, at the Lecture Room, Wednesday Eve., June 27, 1855. B. B. THOMPSON, Conductor.

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PROGRAMME.

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PART FIRST.

1. Chant.—The Lord's Prayer.
2. Young Folks at Home.
3. My Boat adown the Stream.
4. Ye banks and braes.
5. Round.
6. The Gipsej.
7. Kitty Clyde.
8. Railroad Cars are coming.
9. The Mistletoe bough.
10. Old Dog Tray.
11. Round.—May all the Universe be free.
12. Temperance Song.

PART SECOND.

13. Work, play and rest.
14. Old Folks have gone.
15. Happy are we, &c.
16. We'll paddle our own canoe.
17. Farewell my Lilly dear.
18. Sacred Songs.
19. Hard times, come again no more.
20. Round.—Follow me.
21. Children in the woods.
22. Do what is right.
23. Old folks at home.
24. Pray don't fret.

Doors open at 7 1-2, to commence at 8 o'clock. Tickets 12 1-2 cents, at A. W. Lovering's, and at the door.

Exeter, June 23, 1855.



Names of the Scholars, who attended the last school of Mr. Thompson, in Exeter, N. H., April term, 1856.

Geo. Thurston, G. N. Kimball, Daniel Dudley, Freeman Caban, Frank Leavitt, Fred. Lane, W. H. B. Brigham, Charles Robinson, C. W. Colbath, C. B. Gill, Daniel McAvory, M. L. Marsh, Daniel Kidder, Daniel Hartnett, Gideon Carter, J. W. Marsh, George Tanner, Albon Goodwin, E. S. Bachelder, C. R. Barker, C. H. Thyng, Joseph Flood, J. M. Evans, Joshua Weeks, James Ricker, George W. Fitch, William Hartnett, Alex Twilight, Nath'l Weeks, Walter Elliot, Samuel Swett, Albert Bowley, F. W. Collins, W. S. Ellis, Taylor Fletcher, George Warren, Walter Dearborn, J. A. Ellison, Gardner Collins, Hugh Riley, Michael Hartnett, Henry Dewherst, C. F. Smith, A. A. Ellison, C. M. Smith, M. J. Tanner, M. F. Rollins, C. E. Jewell, M. A. Warren, L. H. Drew, H. E. Ham, M. L. Gooch, M. J. Langley, M. A. Lovring, Elizabeth Bragdon, Margaret Waters, A. J. Webster, S. E. Moore, Lucy Payson, H. E. Carter, S. F. Smith, A. E. Weeks, J. A. Twilight, G. L. Nudd, M. A. Lane, A. A. Brigham, M. J. Clark.

ASA MANN, } Sup't School Com.  
L. W. LEONARD, } of Exeter, N. H.

#### GRAMMAR SCHOOL EXHIBITION.

In 1857, by request of the School Committee and the first men of Exeter, Mr. Thompson gave a public exhibition, in which many of his pupils took an active part. The hall was crowded, and the exercises were of a varied and highly interesting character, as will be seen by the following Program.

An Exhibition of the Grammar School, under the charge of B. B. Thompson, will be given at the New Town Hall, Exeter, Tuesday evening, Jan. 6, 1857.

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#### PROGRAMME.

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##### PART FIRST.

- |                                 |                                           |
|---------------------------------|-------------------------------------------|
| 1. Song.—The Village School.    | By the School.                            |
| 2. Declamation.—A Parody.       | J. C. Bartlett.                           |
| 3. Dialogue.—Arithmetic.        | S. Swett and W. S. Ellis.                 |
| 4. Dialogue.—Avoid bad company. | F. Leavitt, D. Dudley, and G. N. Kimball. |

5. Singing. By the School.
6. Duet on the Piano—Cracovienne.  
Performed by Misses C. Jewell and M. A. Warren.
7. Dialogue.—Honesty. A. E. Ellison and G. Collins.
8. Phonetics, &c.
9. Dialogue.—Ungrounded suspicions.  
C. H. Thyng, J. Ricker and E. Batchelder.
10. Duet.—Meet me by the Running Brook.  
Misses A. A. Ellison, C. Smith, E. Ham and L. M. Payson.
11. Dialogue.—Study, Study, Study.  
Misses E. Ham, M. Gooch, and M. A. Warren.
12. Declamation.—School Committee. A. Curtis.

## PART SECOND.

13. Song.—We roam through forest Shades. By the School.
14. Declamation.—To Grumblers. A. B. Goodwin.
15. Dialogue.—The Fraction Man. G. Warren and S. Swett.
16. Gymnastics. By the School.
17. Declamation.—Free Schools. M. Hall.
18. Dialogue.—Pat in the Telegraph Office.  
A. B. Goodwin and C. H. Thyng.
19. Declamation.—The Youth of Washington. H. Dewhurst.
20. Singing, &c. By the School.
21. Declamation.—The Scholar's Lament. W. S. Ellis.
22. Orthophony. By the School.
23. Declamation.—Valedictory. C. H. Thyng.
24. Song.—Now School is done. By the School.

Doors open at six o'clock—to commence at 6 1-2.

At a later day, the Exhibition was repeated by the request of prominent citizens, with some change in the Program.

This entertainment was noticed as follows:—

Mr. Thompson's entertainment on Tuesday evening was a very pleasant occasion, and reflected much credit on his pupils and their teachings. The singing was in good time and tune, and the declamations, considering the age and advantages of the pupils very correct. The declamation by Mr. Hall a young colored man, was exceedingly creditable, and would have been very good in any of our more advanced seminaries of learning. An impromptu declamation was given by Mr. Swain a member of Phillips Exeter Academy, and was done in very good taste and manner. Mr.

Thompson's interest and zeal for the benefit of his pupils have been so often tested and so thoroughly known, we need only say, the exhibition of Tuesday evening in this town, was only another proof that they have not been in vain.—*Exeter News-Letter*.

In another paper appeared the following item. The allusion to the quiet of the audience proves that they respected Mr. Thompson, and enjoyed the Concert.

Mr. Thompson's entertainment on Tuesday evening was a very pleasant affair. The children looked and appeared well and happy, and the audience were the most quiet we have seen in Exeter for many a day. As a Yankee's instinct is to look for precedents, we hope the quiet and propriety of that evening may be the era of a new order of things in the assemblages of our people.—*Exeter Paper*.

Exeter audiences varied according to the character of the entertainments; the *noisy* class of people would not be likely to attend such a concert as the one mentioned; and having the best people present was what made the audience "the most quiet" the editor had "seen in Exeter for many a day."

In 1857, Mr. Thompson returned to his old home and farm, in Deerfield, and in that year and 1858 and 1859, had singing schools in Epsom, Pembroke, Suncook, and other places. Before leaving Exeter, he received the following flattering testimonial:—

TO WHOM IT MAY CONCERN.

This may certify that Mr. Benjamin B. Thompson has resided in this town, the most of the time, for the last eight years past, and is a man of good character and is highly deserving the encouragement of all those who would promote habits of industry and morality.

ASA JEWELL,  
ALFRED CONNOR, } Selectmen of Exeter.  
JOHN W. ELLIOT, }

Exeter, April 8, 1857.

SUNCOOK.

This growing and important village is formed partly from Allenstown, but mostly from Pembroke; it has so

wonderfully increased in business and trade, that it has taken away the prestige of Pembroke street, which was formerly the principal settlement. Manufacturing and many other branches of industry flourish here, and few villages in the State have made more rapid progress towards becoming generally known for thrift and prosperity than has this enterprising village. A branch of the Concord and the Suncook Valley railroads furnish the place with excellent railway facilities. Near Suncook, there are extensive brick yards, of which the most extensive is owned by Gen. Natt Head; there is also a granite quarry of some importance near the village.

#### SCHOOL COMMISSIONER.

In 1859, the friends of Mr. Thompson, and of education, put in circulation a Recommendation to have him appointed School Commissioner. The Document, with the names of many influential men attached, is here preserved in remembrance of the persons who thus endeavored to assist him.

To his Excellency the Governor, and the Honorable Council of New Hampshire. Respectfully represent, the undersigned, that they are well acquainted with Mr. Benjamin B. Thompson, of Deerfield; and believing him in all respects well qualified for the office of School Commissioner for the County of Rockingham, recommend his appointment to that office.

Charles H. Bell, Nathaniel W. Leavitt, Moses N. Collins, Gilman Marston, Wm. G. Perry, Nathaniel Gordon, J. C. Hilliard, Isaiah S. Brown, John S. Brown, W. W. Stickney, John W. Clark, C. S. Conner, William Conn, Wm. P. Moulton, Charles Conner, W. F. Lawrence, Henry M. Eaton, Freeman Parker, Geo. W. Simpson, Eben Marston, Samuel G. Haines, James Bean, J. B. Cilley, J. J. Dearborn, Sewall Goodhue, J. O. Haynes, G. M. Sanborn, John S. Robinson, B. D. Leighton, Jno. Sullivan, William Odlin, John P. P. Kelly, Benjamin Lang, Nath'l Shute, N. A. Shute, Moses B. Smith, William Thompson, Jr., Charles M. Norris, James M. Pike, George W. Lawrence, Benjamin M. Folsom, George E. Lawrence, Geo. W. Plumer, Sam. Plumer, John H. Pike, J. H. Prescott, Chas. W. Sargent, Joseph Blake, Sherburne Blake, William B.

Blake, Samuel Dudley, John D. Philbrick, A. James Fogg, W. S. Ring, Gilman C. Lang, J. W. Randall, Josiah B. Tilton, R. J. Sanborn, John Stevens, Jr., Samuel Woodman, Levi B. Philbrick, Daniel S. Batchelder, William Crawford, John O. Odlin, James H. Butler, J. W. Odlin, Amos Kimball, Nathan M. Barker, Daniel Smith, A. P. Blake, J. Harvey Philbrick, E. B. Fernald, J. Libby Barker, C. B. Haynes, J. W. Farrer.

Notwithstanding the great strength and respectable character of the foregoing petition, Mr. Thompson did not, for some reason unknown to him, receive the appointment his friends had recommended for him. He, however, felt the same gratitude towards the many gentlemen who thus manifested their wish and their good will; and to this day he doubts whether the Governor ever received an application for office signed by better or more respectable men.

#### AT THE TEACHERS' INSTITUTE.

At this meeting, held at Deerfield Centre, May, 1859, Mr. Thompson was the instructor in music. The committee on resolutions, consisting of J. W. Locke, C. A. Towle, and others, say:—"We present our sincere thanks to the Commissioner, Hiram Smart, Jr., for securing a Board of Instructors fully competent to do the work assigned them." Major John S. Jenness, an influential citizen of Deerfield, was so much interested in this Institute, that he made a donation of fifteen copies of Webster's Unabridged Dictionary, or one for each of the fifteen schools of the town.

Teachers' Institutes received their first example and impulse from the musical conventions in New Hampshire, which originated at Concord; the first one being held there under the direction of Prof. Henry E. Moore, a composer and teacher of that place, commencing in September, 1829; in 1836, a convention was holden in Boston, Mass., by Mason & Webb. At this time, the works of Nageli and Pfeiffer, were known to be in use upon the continent of Europe, and had been introduced into this country, by Mr. William C. Woodbridge, and this led to

the formation of the Boston Academy of Music. The blackboard now took the place of the book, and the pupil, by the use of his own faculties and senses, was assisted to proceed, from principle to principle, until he mastered whatever the study might be. It is a discipline of the highest order, a subordination of mind, eye, and ear, unitedly tending to one object, education; while any deviation from that object is at once known. About this time there was a change in the manner of common school teaching; our schools were no longer made mere houses of correction, in which animal nature was kept in subjection by the law of brute force, and the stated drudgery of distasteful tasks. Previous to this time teachers considered it a duty to develop the intellectual part of the pupil's nature, solely—without for a moment thinking that all pupils ought to have provided for them, proper amusements. Experiments, at last, convinced the teachers, some of them, that they could not bring up a race of men upon Lyceum Lectures solely; wholesome though that food might be; they became satisfied that school children needed some agreeable excitement; some recreation as well as hard study. Then came the question “what shall the recreation be?” The result was the introduction of gymnastics and music. Parents as well as teachers have since learned that every pure and refined pleasure for which a child acquires a relish is, to that extent, a safeguard and preservative against a low and debasing one.

AT HAVERHILL, MASS.

In the winter of 1861-2, Mr. Thompson taught the East Parish school in District No. 5. The term was of twelve and one-half weeks' duration; and the committee, in their published report say:—“The school is still making progress under the care of Mr. Thompson, who has labored

for many years in the work of teaching. By his efforts this winter, he shows that he understands his business, and is very earnest in the pursuit of it."

#### REMARKS.

The past year has been, in some respects, an unfavorable one for education; the stirring scenes through which our community has been called to pass, have largely taxed the attention of our children. The sound of the drum and fife, and the appearance of a company of soldiers, are enough to render children oblivious to books for a whole day. For days together these were no uncommon sights in our streets. Every child overflowed with patriotism, and the pictorial papers occupied attention more than school books; and the character of generals, and expected forward movements, found more thought, than problems and propositions. In view of all these things we congratulate the teacher upon the successful work that has been performed. SCHOOL COMMITTEE: Charles H. Seymour, J. V. Smiley, N. S. Howe, M. J. Steare, Homer Barrows, Abraham Burnham.

#### THE TOWN.

Haverhill, Mass., is a large, handsome and healthy, as well as wealthy place; it was settled in 1640, and was originally known as *Pentucket*, and one of the rivers of the town was formerly famous for *alewives*. It has long been known, like Lynn, as a place where shoes are made, and there was at one time, in Haverhill, more than one hundred shoe manufactories. Great hill, is a high elevation, 340 feet above the sea; the town is pleasantly located, and you can count hundreds of dwellings that appear one above another upon the rising land; the river views are splendid, as is the view over the other side. The famous Hannah Duston, who was captured by the Indians, in 1698, and for whom an Island, in the Merrimack, between Boscawen and Concord, was named, was a citizen of Haverhill; on this island, when her captors were asleep, she and her confederates killed ten Indians, and returned to her home in safety with the scalps; a handsome monument now marks the spot.

## EXTRACTS FROM TOWN RECORDS.

In the olden time *all* the freeholders in the town of Haverhill were compelled to attend the town meetings, and stay there until sunset, under the penalty of paying half a bushel of Indian corn, or the value of it. On the Lord's day, Abraham Tyler was employed to *blow his horn* half an hour before meeting, and was to receive one pound of pork annually, for his services, from each family. John Webster had six acres of land given him for following the trade of a blacksmith. To any Indian, that shall kill a *wolf* in the town, the officers were directed to pay forty shillings. All persons, on penalty of two shillings, were ordered to keep their places, as they are seated, in the meeting-house. The public ferry-man was obliged, by vote of the town, to carry *ministers* across the river free, on the Sabbath. The school house was used as a watch-house, and to entertain people that brought their dinners, on Sunday, to meeting. The powder was kept in the meeting house, because they had no fires there. The inhabitants were allowed to cut staves, from the town lands, to pay taxes. The meeting house was fortified, and a gallery made for the women. It being the interest and desire of the people, for the sake of back, belly and purse, the town had land cleared for *sheep*, at the public expense. Any man who killed a *bitch wolf* received from the town ten shillings, because she will then bring no more whelps. Such were some of the old laws, rules and regulations of the town of Haverhill, Mass., as appears by the records. It is a little curious that an *Indian* who killed a wolf was paid forty shillings, while "any man" who killed the she wolf was only paid ten shillings! It may have been that in 1662, when forty shillings were voted to any Indian, wolves were more destructive than in 1696, when only ten shillings were paid for a like service.



## AT CANDIA, N. H.

In few towns, where Mr. Thompson taught music, had there been more attention given to its cultivation than in this town; there were in the place many musical families and a large number of persons who were good singers, and several persons who were excellent performers upon wind and stringed instruments; of course his school was a good one, for in such a town, nearly all who would attend a singing school knew something about music. This town was named by Gov. Benning Wentworth, who was once a prisoner on the island of Candia, (the ancient Crete) in the Mediterranean sea. The soil is naturally hard of cultivation; but the industry of the inhabitants has made it fruitful. The site of the town is elevated and commands an extensive view. The first settler was William Turner, 1748; sixty-nine soldiers of the revolution went from this town, and a number of distinguished men were born and bred in Candia. A very interesting "History of Candia; once known as Charmingfare; with notices of some of the early families," was published by F. B. Eaton, Esq., in 1852, to which the reader is referred for information.—Though a farming town, it was for many years famous for its coopers and the manufacture of barrels and staves; but the character of the town has changed with the introduction of a railway, and is now more known for its manufacture of boots and shoes, of which more than 300,000 pairs are manufactured annually.

## A NOTE FROM AN EMINENT TEACHER.

Boston, March 26, 1863.

## TO WHOM IT MAY CONCERN.

I am happy to certify that I have long known the bearer, Mr. B. B. Thompson, who was a townsman and neighbor of mine. He has been engaged in teaching, much of the time, for the past twenty years, not only in

his own town, but in Lowell, Exeter, Haverhill, and elsewhere; and always, I believe, with success. I regard the testimony, which he has from Chancellor Hoyt, and Rev. Dr. Leonard, of very high authority, and I never heard but one opinion of him, as a teacher, and that was a good opinion. He has a *tact for teaching and governing*; and I cordially recommend him as a good, reliable teacher for a Grammar school.

JOHN D. PHILBRICK.

In 1863, 1864 and 1865, Mr. Thompson gave much attention to farming in his native town, only leaving home for some short school terms and winter singing schools. He had already kept more than *one hundred* different schools; they cannot all be mentioned here; his schools being occasionally in different parts of the same towns; and his singing schools frequently in towns where he did not have any day schools. He taught music in the School Institutes, for the education of Teachers, five terms, in different towns. Nearly all the towns, where he had schools, are mentioned in this work, but *not* the different villages of the same town.

AT ALLENSTOWN, N. H.

Singing in this town had been neglected; but Mr. Thompson had a grand school here; and a school that would compare favorably with any other. The town was famous for the great quantities of lumber annually sent to market. On Catamount hill is found large quantities of fine granite for building purposes; and here is a precipice of seventy feet nearly perpendicular, at the foot of which is a cavern of some extent, inclining upwards. The first settlers suffered some from the Indians; James Carr was killed, and Robert Buntin and his son, were carried to Canada, and sold in Montreal; but escaped and reached home in safety. Andrew, the son, entered the service of his country and died at White Plains, 1776. Allenstown, now, claims, in the village of Suncook, one of the most

extensive cotton mills in New Hampshire ; and has other important branches of mechanical industry and trade, which gives employment to a large number not engaged in agriculture.

WHAT THE SELECTMEN SAY.—TO WHOM IT MAY CONCERN. ♦

This may certify that Mr. B. B. Thompson has resided in this town, most of the time, from his boyhood, and is a man of good moral character ; and is highly deserving the encouragement of all those who would promote habits of industry and morality.

ARTHUR TENNANT, }  
 B. S. BROWN, } Selectmen of Deerfield.  
 JOHN M. FREESE, }

Deerfield, N. H., January 4, 1866.

In 1866, the old school master was again in demand both for day schools and singing schools ; and as he then thought of resuming the work of teaching again as an occupation, the Selectmen of Deerfield gave him a recommendation which would be of use and value in any place where he might teach.

AT SOUTH NEWMARKET.

In this town the soil is good, and agricultural pursuits are here crowned with much success ; there are several pleasant and thriving villages in the place, which was originally a part of Exeter ; but was incorporated in 1727. The Wesleyan Academy is a flourishing institution, incorporated in 1818. Here resided Mrs. Fanny Shute, who, when thirteen months old, was taken by a party of Indians, to Canada and sold ; she received there an education in a nunnery ; and after 13 years of captivity, was redeemed and restored to her friends. She was regarded with respect, not only for her excellent qualities, but the adventures of her youth ; died 1819. Lamprey river is navigable to the falls, where stand the cotton mills, and this village has a large trade as well as considerable man-

ufacturing business. The Boston and Maine road passes through the town.

#### AT HAMPTON FALLS.

Here Mr. Thompson had an exceedingly interesting singing school, old and young being equally interested. This was originally a part of Hampton, from which it was separated and incorporated in 1712; and though near the ocean, the land, back from the marshes, is somewhat elevated, and the soil fertile; the farming interests are well cared for though a very extensive business is done in manufacturing lumber, and in making shoes and cotten batting. When the town of Hampton was first settled, it was described, 1639, "as near the sea coast and having a great store of salt marsh; in form it is like a Flower-de-luce; two streets of houses wheeling off from the main body thereof; the land is fertile but filled with swamps and some store of rocks; the people are about sixty families, having about 450 head of cows and cattle." Here resided the celebrated Seaborn, John, and Theophilus Cotton, the ancestors of most, if not all, of this name, in the State.

#### LIFE INSURANCE.

In 1867, and 1868, and 1869, Mr. Thompson was engaged by Geo. A. French, Esq., as an agent in the Life Insurance business; and though he received a liberal salary, says it was not a profitable business; he says:—

My experience, in the Insurance business, has satisfied me that in order to live by the trade of insurance, the common premium must be sufficient to compensate the common losses, to pay the expenses of the management, and to afford such a profit as might have been drawn from an equal capital employed in any common trade. The person who pays no more than this evidently pays no more than the real value of the risk, or the lowest possible price at which he can expect to be insured. I know that some have made a little money by insurance; but few, I imagine, have become

rich in the business ; and from this consideration alone, it seems evident enough that the ordinary balance of profit and loss is not more advantageous in this than in other common trades by which so many people make a living. I once asked a man to have his life insured, and he refused for the reason that it would *cost too much* ; he silenced all my arguments by showing me a remarkable case of reported longevity. A man died in Smyrna, at the age of 132 years. Although he had always lived an irregular life, and had consumed an average of a pint of brandy every two days, he retained full possession of his five senses, as also a complete set of teeth, up to the moment of his death. He also continued to the last to attend to the duties of his vocation—a baker. This man was born in 1735 and died in 1867 ; he had lived during the reign of nine Sultans. Now, said the individual, you can calculate what it would have cost that man to get insured ; and you can at the same time calculate what he would have done with the money your company would have paid him *after he died!* Such were some of the various reasons given for remaining uninsured. The labor of obtaining subjects for life insurance was the hardest work I ever attempted and I was glad to retire from the business ; but my employer is still in it, and I think those who know him, know him to be a gentleman of honor, whose word is as good as his note.

Among some of the amusing incidents, the following account of the way in which a fashionable young lady received information that her lover was going off with consumption, is worth preserving. She wrote, on receiving the news, asking if her poor Jeffrey had kept up his *life insurance* ? For, as he was in a distant State, seeking the restoration of his health, she had lost the run of his Policy. In due course of mail, she received answer that “ the Policy for the sum of \$10,000, in *her favor*, was paid up until the coming year ; and that her poor Jeffrey could not possibly live till that time.” Being fully assured of these important facts, the faithful and devoted young lady wrote to her dying lover : “ Darling, I will be with you on Thursday next, never to leave you again, my beloved, during life ; so keep up good courage.” When the young lady was preparing to leave home to visit the sick and dying man she *so much* loved, her mother said ; “ Mary Elizabeth, I hope for the best, my dear daughter ; but it will be a sad loss to you, if your dear Jeffrey should die.” “ Yes, ma,” sobbed the afflicted daughter—“ but I have ascertained beyond the shadow of a doubt, that the great loss is *fully covered by insurance!* ”

AT STRATHAM, N. H.

In 1870, and in 1871, Mr. Thompson taught a day school in Stratham, N. H. Some of his friends in Exeter, in or-

der to make him known in Stratham, gave him the following :—

Exeter, Oct. 10, 1870.

Mr. B. B. Thompson, some fifteen years since, taught in one of the Grammar Schools of this town, giving satisfaction to his employers. He also taught Sacred Music. He is a gentleman of good moral character.

GIDEON L. SOULE,

GEORGE A. WENTWORTH.

After a thorough examination, as was the custom of the school committee, Mr. Thompson received the following certificate :—

This may certify that B. B. Thompson is qualified to instruct youth in reading, spelling, English Grammar, arithmetic and the elements of Geography and History.

JOHN J. SCAMMON, School Committee.

Stratham, Oct. 24, 1870.

Stratham is distant about eight miles from the sea; the land is even, and well calculated for agricultural purposes; farming is so exclusively the employment of the people, that, although a navigable river adjoins it, there was, formerly, little attention given to any other pursuit. There is a very extensive swamp in the east part of the town, containing the largest repository of peat in the State. This town was a part of the Squamscot patent owned by the Hiltons. It was chartered in 1716. Phineas Merrill Esq., was a native of this town; he was eminent as a surveyor, and assisted in preparing the famous map of New Hampshire, published by Philip Carrigain, and well known in the State; he was also several years a representative in the legislature, and died in 1814, aged 47. Considerable attention is paid to the raising of many kinds of fruits in this town, especially apples.

In 1872, Mr. Thompson occupied his time in Deerfield.

AT SCYTHEVILLE, N. H.

In 1874, Mr. Thompson taught singing in New London,

at Scytheville, a considerable village of the town, so called for the business of the place, scythe-making ; large quantities being manufactured here. The New London Literary and Scientific Institution, incorporated in 1854, is one of the largest and most flourishing institutions in the State. The Constitution of New Hampshire declares that " it shall be the duty of the legislators and magistrates, in all future periods of this government, to cherish the interests of literature and science as well as all seminaries and public schools ; to encourage private and public institutions, rewards and immunities for the promotion of agriculture, arts, sciences, commerce, trades, manufactures, and natural history of the country ; to countenance and inculcate the principles of humanity and general benevolence, public and private charity, industry and economy, honesty and punctuality, sincerity, and all social affections and generous sentiments among the people. "

#### NEW LONDON, N. H.

New London was incorporated in 1779 ; its first name was *Dantzick* ; and at one period the place was known as *Heidleburg*. Sunapee lake forms its western boundary ; and Pleasant pond, in the north part of the town is about two miles long and one wide. The settlements, upon the three large swells of land, extend through the town ; the soil is deep and generally good ; in some parts, the land is rocky, but capable of cultivation. There was formerly a flourishing musical society in the place which did much towards improving the standard of church music in that region. The first child born in the town was John Lamb, in 1776. A violent whirlwind visited this town in Sept. 1821, and the damage sustained was estimated at \$9000. The gale continued during the whole day, and its severity was felt over the whole country ; the rain fell in torrents ;

the deafening roar of the storm, and the mingled crashing of windows and chimneys and falling timbers inspired great terror. The house of John Davis was entirely demolished ; not a timber or board was left on the ground where the house stood ; every thing in the house was swept away, and not five dollars worth of all was ever found. Providentially the family were away at the time. Many other buildings were unroofed and barns blown down. In one orchard a hundred trees were uprooted and carried away, and the shores of the lake were covered with fragments from all directions. Everything in the course of the whirlwind for about four miles was a wreck. Stones, weighing seventy pounds, were taken up and carried rods away, and whole sides of barns were carried more than eighty rods distance ; a hog that would weigh three or four hundred pounds was carried two rods, and deposited, safe, upon a stone wall.

#### DICIPLINE.

The School Report says :—“ If there is any place on the surface of the earth where *order* is the first and last and highest law, that place is the school-room. Without it there can be no such thing as progress. But in maintaining discipline it is not necessary for the Teacher to be rough and severe. He need not go armed and equipped with bludgeons or blunderbusses. He adds no weight to his authority by bloody threats “ full of sound and fury, signifying nothing.” But he must be prompt in decision, firm in <sup>e</sup>purpose and uniform in action. His laws should be few, but as immutable as the laws of nature ; and the penalty of wilful transgression should be as certain as the decrees of Fate. Or, as Tupper expresses it, ”

“ Be obeyed when thou commandest : but command not often ;  
Let thy carriage be the gentleness of love, not the stern front of tyranny.”



“ If, as will sometimes happen with the most skilful managers, corporeal punishment becomes unavoidable as a last resort, the guilty culprit should even then be dealt with as old Isaak Walton dealt with the frog he used for bait,—“ running the hook through his mouth and out at his gills, and in doing so using him as though he loved him.” The operation, however, should never be a trifling one to the offender. It should be an event in his history to date from and be remembered. He should, in after years, when clothed and in his right mind, look back upon it as the time when the Devil was cast out of him, and a better and truer life commenced within him.”

#### STUDY.

“ It is to be hoped that there is no one of our people so engrossed with plans of personal preferment, as to be unwilling to attend to the present necessities of his children or to consult for their future well being and success. Our system of common schools is connected not only with the highest interests of the people, but with the true greatness of the State and the permanency of the Government. None of us need be “ frightened out of our propriety,” ordinarily speaking, lest our children study too hard or know too much. It does not follow as a logical sequitur, that, because “ a little learning is a dangerous thing,” therefore a good deal is, *a fortiori*, a deadly evil. The objection, is sometimes made to some of the branches of school study that they are not sufficiently practical—that they do not dove-tail into the business of every-day life. We remember, that, in Virgil’s beautiful description of the games about the tomb of Anchises, the prize was not taken by the competitor whose arrow entered the mast; nor by the one who cut the string; nor yet by him who hit the dove in its upward flight; but the palm of victory was

awarded to him whose far-ascending shaft kindled among the clouds, and marked its track with flames. It is not all of life to live. The process of digestion is not the only nor the highest function of organized existence. We have hearts as well as hands ; intellectual aspirations as well as animal appetites. We might, however, say with entire truth, that every study, which requires mental exertion, is a practical one. It matters but little what the branch of study is, whether it belongs to the higher Mathematics or to low Dutch, only let it demand patient, continuous, earnest thought, and it will be of service in this "working-day world." The solution of a hard problem in Algebra strengthens and invigorates the mind, just as roast beef does the body. Besides all this, the school pursuits of our children should be fitted not only to increase their money-making power, but also to widen the range of their vision and to multiply the sources of their happiness. The boy who has studied faithfully some treatise on Astronomy, for instance, will ever after live in a new world ; a new heavens will bend over his head ; the stars, no longer mere "gimlet-holes to let the glory through," become the centres of revolving systems, and the universe, instead of being shut in within the confines of the old neighborhood, expands itself into the boundless realm of the Infinite One."

#### VALUE OF MUSIC.

There are in this country, say *one hundred thousand* schools, and in them are the people who, in coming years, will mould the character of America ; give these schools music, and you make a musical people ; you set in motion a mighty power, which silently, but surely in the end, will humanize, refine, and elevate a whole country. Music deals with abstract beauty, and so lifts man to the source of all beauty—from finite to infinite, and from the world

of matter to the world of spirits and to God. The traditions of antiquity tell us of seditions quelled; cures wrought; fleets and armies governed; rocks, woods and trees influenced; walls uprising, and other wonders, proclaiming the mysterious union between music and civilization. Prophets and wise men, large-minded lawgivers of the olden time, understood and acted on this truth; the ancient oracles were uttered in song; the laws of the twelve tables were set to music, and got by heart at school; minstrel and sage are yet, in some languages, convertible terms; music is allied to the highest sentiments of man's moral nature—love of God, love of country, love of friends.

Wo to the nation in which these sentiments are allowed to go to decay! Unutterable energies reside in church music, national airs, and fire-side melodies; they inform and enlarge the mighty heart of a free people. In Germany, the most musical country in the world, music is taught like the alphabet. In Switzerland and Prussia it is an integral part of the system of instruction; so now in France. England has not done so much for music; they exclude music from the schools, and then complain that there is no music among scholars. In America, from the State of Massachusetts, first went out the great principle, that the property of all should be taxed for the education of all; and from that State, in 1831, went forth the now more common opinion that it is advisable, and good policy, to tax all for teaching music to all. Rome grew to greatness by adopting whatever she found useful among the nations whom she conquered. The true policy of the American legislator on the subject of education is, to gather whatever of good, or bright, or fair, can be found from all countries and all times, and wield the whole for the building up and adorning of the free institutions of our own country. If this is an error, then Pythagoras, Plato, Mil-

ton, Luther, Pestalozzi, Fellenberg, and others were in error ; and finer spirits than theirs, the world has never bred.

#### MUSIC, 1831.

The first systematic effort towards recognizing the claims of music, as a branch of elementary instruction, in the common schools in this country, was made in Boston, Mass., about 1831 ; and before the opening of the Academy of Music in that city. It was said at that time there were *ten* schools in Boston, which used piano-fortes, and that the whole number of schools was then 323. Music was generally regarded as belonging solely to the higher air of poetry and fiction ; it found no favor with school committees or teachers, except so far as it reached the conviction through the doors, not of the fancy, but of the understanding. Among the seven liberal arts, which the scholastic ages regarded as pertaining to humanity, music had its place ; and arithmetic, geometry, astronomy and music were of importance ; of these, music had degrees conferred separately, at Oxford, in England ; it was known that memory, comparison, attention and the intellectual faculties, all of them, were quickened by the study of music ; it was not cultivated as an ornamental accomplishment, but as an intellectual.

#### MORAL EFFECTS OF MUSIC.

There is a mysterious connection, ordained undoubtedly for wise purposes, between certain sounds and the moral sentiments of man ; in music the very image of virtue and vice is perceived ; the natural scale can only produce good, virtuous, and kindly feelings. You must reverse this scale, if you would call forth the sentiments of a corrupt, degraded, and degenerate character. Happiness, contentment, cheerfulness, and tranquility are the natural effects

of music; and these qualities are connected intimately with the moral government of a people; proper exercises in vocal music, expand the chest, and thereby strengthen the lungs and vital organs; intellectually, morally, and physically, vocal music has a natural place in every system of instruction which aspires to develop man's whole nature. Music was cultivated hundreds of years before the Christian era; it was recommended by Aristotle. Thrones crumble, and nations are swept away from the earth; but music outlives the vicissitudes of fortune and the wreck of matter; it endures the same from age to age.

It is recorded that Alfred the Great achieved a victory over his enemies, the Danes, by virtue of a complete examination of their outposts and powers of defence in the disguised character of a harper. England owes much of her national character to the strong religious and patriotic sentiments of her national songs; while Scotland and Ireland's history is so blended with their noble hymns and affecting social ballads, that an account of their progress, leaving them out of view, would be not less imperfect than unjust. It is often the case, that the historian is startled in his researches by meeting in some of the songs of the people graphic descriptions of men and events, which he failed to find in formidable folios of greater literary pretensions.

#### NEW YORK CITY.

A special committee was appointed in New York, in 1854, to take into consideration the propriety of introducing Vocal Music into the upper departments of the Common Schools. That committee reported that—

“Of the effects of music associated with words of a proper character for the young, there can be but one opinion. It arouses and elevates the heart, it is also, a very pleasant and effective means of invigorating the youthful constitution, and affords to many the opportunities of making a respectable living.

“ We have many evidences of the benefits to be derived from a scientific education in music. The history of the past presents to our view the lives of many who have acquired a bright and lasting fame by their skill in music.

“ The Gregorian chants, and the beautiful models of church music by various composers, are evidence of this ; while the name of Palestrina deserves to be held in perpetual remembrance by every true musician.

“ Nor can we forget, in passing, those glorious names in musical history, the Abbe Vogler, Haydn, and Mozart ; bright luminaries to all succeeding students of the higher forms of music, whose theoretical works, masses, oratorios, and operas are indispensable to the completion of a musical library. And Cherubini, too, a name sacred to every living musician, no clearer musical mind has ever existed ; and the excellence of the Paris Conservatory of Music, of which he was for many years chief director, is, beyond question, due to his high and true genius. Now these names have been brought forward at this time, not simply as those of distinguished musicians, but to show the influence of their musical discipline upon their pupils and followers. They were all of them, more or less, employed by their respective governments in teaching in the conservatories established expressly for the advancement of the young ; and they had also their own private pupils and followers, who testified to their high moral worth, and the elevating influence of this divine art upon the character.

“ Much might be advanced in regard to the effect of music in carrying out a correct and effective discipline in the schools. The effect is happy, not only upon pupils but upon teachers, affording to both a delightful relief from the severer duties of school hours. This has been especially noticed in the Brooklyn schools and in such Ward schools in our city as have introduced vocal music. In this respect, it may be observed, the recommendations of the President of the Board can be carried out ; for not only can the musical exercise be made healthful and entertaining, but, associated as it should be, with choice language, in this way also, noble truths and lessons in the moral duties of life can be quickly and agreeably impressed upon the youthful mind. The Germans were early in establishing Common Schools for the people, in which music was considered as one of the branches of a Christian education, and cultivated accordingly. No other reason, in fact, accounts so satisfactorily for the general love of music, and acquaintance with its highest and best forms, which characterize the modern Germans. England was before Germany in her cultivation of a noble church music and the madrigal, but it is only lately that any general adoption of music in her private and other schools has taken place. Indeed, Massachusetts was earlier interested in the cause, and has had voc-

cal music taught in her Common Schools now for more than twenty years.

“ In a large and mixed population like New York there are strong reasons for rescuing music from its unhallowed associations. The love of this beautiful art is common to all ; and if the tastes of the masses cannot be gratified by enjoying music wedded to words of truth and goodness, those tastes, be assured, will be gratified by musical enjoyment of an unequivocal character.

#### CONCLUSION.

Between five and six hundred years before the Christian era, there lived Æsopus, born a slave, with no outward circumstances of fortune to recommend him to the notice of the Great ; but he forced his way by his mother-wit to freedom and into the court's of princes ; and laid the foundation of a fame, more universal, and perhaps lasting in its influence, than that of all the Seven Wise Men of Greece. His fables have come down to us, and are read and remembered by the old and young people of the present time. Up to this time, whatever wisdom from without had guided the councils of princes, had been derived from the traditionary lore of courts, or from the *verses of bards*. Religion and History were handed down from mouth to mouth, and, the better to be remembered, were committed to *metre*, that they *might be sung*. Æsop was a famous instructor ; and Cræsus probably learnt more home-truths from his fictions than from all the serious disquisitions of his retained philosophers ; the great writer and singer of fables knew, that to be tolerated in courts, he must speak to please or not speak at all ; but at Delphi he forgot this maxim ; and having there incurred the displeasure of the Delphians, they without any plea of justice, accused him of impiety and sacrilege, and the enraged guardians of the temple of the God of Greece, hurled the unfortunate fable-maker headlong from one of the highest precipices. It is recorded that plagues cursed the scene of this murder ; and the conscience-smitten Delphi-

ans, afterwards proclaimed their readiness to give compensation for his death—and did pay the sum awarded, to Æsop's old master, verifying the proverb that "a murdered man's blood will not cry to heaven in vain."

The old pioneer school-teachers and singing masters though they could not always "speak to please," or refrain from speaking the truth, at times, were not condemned and thrown from the highest precipices; but they had many trials and sufferings; they could not, without great effort, introduce *new* things, without being charged with "impiety and sacrilege," and becoming liable to censure or dismissal; but "the old things have passed away and all things have become new;" and the teacher of the present day must be well posted in *new things, and keep school to please, or not teach at all.* The old teacher, B. B. Thompson, is thankful to say to all, that during the many years in which he labored in the cause of education, he received the uniform good will and favorable regards generally of his friends and pupils; and that all his recollections of his teaching life are pleasant and satisfactory. To the living people and pupils who have honored him beyond his deservings, he once more tenders his sincere, heartfelt thanks, praying that the richest blessings of heaven may rest upon them; and that "He who keepeth covenant and mercy with them that love Him, even to a thousand generations, will bless them and bless our common country with righteousness, peace and plenty; also that His goodness and mercy may follow us all the days of our lives."



## NOTE BY THE COMPILER.

In preparing the foregoing pages, the compiler has depended upon the memory of Mr. Thompson for many of the facts stated ; and has received all his information in regard to the different schools and teachings of the school-master, verbally. It would, therefore, be strange, indeed, if errors, especially in names and dates, should not be found in the accounts thus orally related. The several portions of the Address, the Reports of School Committees, the Letters and Documents of recommendation, as well as Certificates are as originally written. The information relative to persons and places, as well as some of the anecdotes have been supplied by correspondence and by the recollection of Mr. Thompson. The compiler has carefully arranged all these matters according to the places and times when and where Mr. Thompson taught, in some year, from 1827 to 1875 ; being only desirous of stating facts such as would illustrate the career of a pioneer teacher, and give a faithful account of his efforts in the cause of Education. Such errors as come to the notice of the reader, it is believed, will be attributed to defective memory and not to any disposition to misrepresent the facts. There are required so many qualifications and accomplishments in an historian, and so much care and niceness in writing history, that it is one of the most difficult labors any person can undertake. Dates sometimes become incorrect on account of the former method of recording time, when March was the first month of the year ; for then, January and February came at the *close*, instead of at the commencement of the year ; so that a person who died in February, 1671, might be mentioned as being alive and well in July of that same year. In speaking of the places and persons of the olden time, some such errors may be found in this little book. The compiler, however, has tried to make the work as perfect as one written from memory could be.



# AN APPENDIX.

ARRANGED BY B. B. THOMPSON.

## Star Spangled Banner.

O say can you see by the dawn's early light,  
What so proudly we hail'd at the twilight's last gleaming,  
Whose broad stripes and bright stars thro' the perilous fight,  
O'er the ramparts we watch'd were so gallantly streaming ;  
And the rocket's red glare, the bombs bursting in air,  
Gave proof thro' the night that our flag was still there,  
O say does that star spangled banner yet wave,  
O'er the land of the free and the home of the brave.

On the shore dimly seen thro' the mist's of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep  
As it fitfully blows, half conceals, half discloses ;  
Now it catches the gleam of the mornings first beam,  
In full glory reflected now shines on the stream,  
Tis the star spangled banner, O longmay it wave,  
O'er the land of the free and the home of the brave.

And where is that band, who so vauntingly swore  
That the havoc of war and the battle's confusion  
A home and a country, shall leave us no more,  
Their blood has washed out their foul footsteps pollution ;  
No refuge could save the hireling and slave,  
From the terror of flight or the gloom of the grave,  
And the star spangled banner, in triumph shall wave,  
O'er the land of the free, and the home of the brave.

O ! thus be it ever when freemen shall stand,  
Between their loved home and the war's desolation,  
Blest with victory and peace, may the heaven rescued land  
Praise the Pow'r that has made and preserve'd us a nation.  
Then conquer we must, for our cause it is just,  
And this be our motto, In God is our trust ;  
And the star spangled banner, in triumph shall wave,  
O'er the land of the free, and the home of the brave.

## Red, White, and Blue.

---

**O**H, Columbia, the gem of the ocean,  
 The home of the brave and the free,  
 The shrine of each patriot's devotion,  
 A world offers homage to thee.  
 Thy mandates make heroes assemble,  
 When liberty's form stands in view ;  
 Thy banners make tyranny tremble,  
 When borne by the red, white, and blue.  
     When borne by the red, white, and blue,  
     When borne by the red, white, and blue ;  
     Thy banners make tyranny tremble,  
     When borne by the red, white, and blue.

When war waged its wide desolation,  
 And threatened our land to deform,  
 The ark then of freedom's foundation,  
 Columbia, rode safe through the storm.  
 With her garland of victory o'er her,  
 When so proudly she bore her bold crew,  
 With her flag proudly floating before her,—  
 The boast of the red, white, and blue.  
     The boast of, &c.

The wine cup, the wine cup bring hither,  
 And fill you it up to the brim ;  
 May the wreath they have won never wither,  
 Nor the star of their glory grow dim.  
 May the service united ne'er sever,  
 And hold to their colors so true,  
 The army and navy forever,—  
     Three cheers for the red, white and blue.  
     Three cheers for the red, white, and blue,  
     Three cheers for the red, white, and blue ;  
     The army and navy forever,—  
     Three cheers for the red, white, and blue.

### Auld Lang Syne.

Should auld acquaintance be forgot,  
     And never brought to mind ;  
 Should auld acquaintance be forgot,  
     And songs of auld lang syne ?  
 For auld lang syne we meet to-night,  
     For auld lang syne ;  
 To sing the songs our fathers sung  
     In days of auld lang syne.  
 We've passed through many varied scenes,  
     Since youth's unclouded day ;  
 And friends, and hopes, and happy dreams,  
     Time's hand hath swept away.  
 And voices that once joined with ours,  
     In days of auld lang syne,  
 Are silent now, and blend no more  
     In songs of auld lang syne.  
 Yet ever has the light of song  
     Illumed our darkest hours :  
 And cheered us on life's toilsome way,  
     And gemmed our path with flowers :  
 The sacred songs our fathers sang,  
     Dear songs of auld lang syne ;  
 The hallowed songs our fathers sang  
     In days of auld lang syne.  
 Here we have met, here we may part,  
     To meet on earth no more ;  
 And we may never sing again  
     The cherished songs of yore :  
 The sacred songs our fathers sang,  
     In days of auld lang syne ;  
 We may not meet to sing again  
     The songs of auld lang syne.  
 But when we've crossed the sea of life,  
     And reached the heav'nly shore,  
 We'll sing the songs our fathers sing,  
     Transcending those of yore :  
 We'll meet to sing diviner strains  
     Than those of auld lang syne ;  
 Immortal songs of praise, unknown  
     In days of auld lang syne,

God bless our Native Land.

---

God bless our native land !  
 Firm may she ever stand  
 Through storm and night !  
 When the wild tempests rave,  
 Ruler of winds and wave,  
 Do thou our country save  
 By thy great might.

For her our prayer shall rise  
 To God above the skies ;  
 On him we wait ;  
 Thou who hast heard each sigh,  
 Watching each weeping eye,  
 Be thou forever nigh ;—  
 God save the State !

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Hail Columbi

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HAIL Columbia ! happy land !  
 Hail, ye heroes ! heaven-born band !  
 Who fought and bled in Freedom's cause,  
 Who fought and bled in Freedom's cause,  
 And when the storm of war was gone,  
 Enjoyed the peace your valor won.  
 Let Independence be our boast,  
 Ever mindful what it cost ;  
 Ever grateful for the prize,  
 Let its altar reach the skies.  
 Firm—united—let us be,  
 Rallying round our Liberty ;  
 As a band of brothers joined,  
 Peace and safety we shall find.

Immortal patriots ! rise once more ;  
 Defend your rights, defend your shore ;  
 Let no rude foe, with impious hand,  
 Let no rude foe, with impious hand,  
 Invade the shrine where sacred lies  
 Of toil and blood the well-earn'd prize.  
 While offering peace sincere and just,

In Heaven we place a manly trust,  
That truth and justice will prevail,  
And every scheme of bondage fail.

Firm—united, &c.

Sound, sound the trump of Fame!

Let WASHINGTON'S great name

Ring through the world with loud applause,

Ring through the world with loud applause;

Let every clime to Freedom dear

Listen with a joyful ear.

With equal skill, and godlike power,

He governed in the fearful hour

Of horrid war; or guides, with ease,

The happier times of honest peace.

Firm—united, &c.

Behold the chief who now commands,

Once more to serve his country, stands—

The rock on which the storm will beat,

The rock on which the storm will beat;

But, armed in virtue firm and true,

His hopes are fixed on Heaven and you.

When hope was sinking in dismay,

And glooms obscured Columbia's day,

His steady mind, from changes free,

Resolved on death or liberty.

Firm—united, &c.

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### Home, Sweet Home.

'Mid pleasures and palaces, though we may roam,

Be it ever so humble, there's no place like home;

A charm from the skies seems to hallow us there,

Which seek through the world, is ne'er met with elsewhere.

Home, home, sweet, sweet home,

Be it ever so humble, there's no place like home.

An exile from home, splendor dazzles in vain;

Oh? give me my lowly thatched cottage again,

The birds singing gaily, that came at my call;

Oh, give me that peace of mind dearer than all.

Home, home, sweet, sweet home,

Be it ever so humble, there's no place like home.

## Nearer my God to Thee.

---

Nearer, my God, to Thee,  
Nearer to Thee!

E'en though it be a cross  
That raiseth me ;  
Still all my song shall be—  
Nearer, my God, to Thee !  
Nearer to Thee !

Though, like the wanderer,  
The sun gone down,  
Darkness be over me,  
My rest a stone ;  
Yet in my dreams I'd be—  
Nearer, my God, to Thee !  
Nearer to Thee !

There let the way appear,  
Steps unto heaven ;  
All that Thou sendest me,  
In mercy given ;  
Angels to beckon me  
Nearer, my God, to Thee—  
Nearer to Thee !

Then with my waking thoughts,  
Bright with Thy praise,  
Out of my strong griefs,  
Bethel I'll raise.  
So by my woes to be  
Nearer, my God, to Thee !  
Nearer to Thee !

Or if on joyful wing,  
Cleaving the sky,  
Sun, moon, and stars forgot,  
Upward I fly ;  
Still all my song shall be—  
Nearer, my God, to Thee !  
Nearer to Thee !



## The Sword of Bunker Hill.

---

HE lay upon his dying bed,  
 His eye was growing dim,  
 When with a feeble voice he called  
 His weeping son to him :  
 " Weep not, my boy," the veteran said,  
 " I bow to heaven's high will,  
 But quickly from yon antlers bring } *Repeat.*  
 The sword of Bunker Hill. "

The sword was brought, the soldier's eye  
 Lit with a sudden flame ;  
 And as he grasped the ancient blade,  
 He murmured Warren's name ;  
 Then said, " My boy, I leave you gold,  
 But what is richer still,  
 I leave you, mark me, mark me, now, } *Repeat.*  
 The sword of Bunker Hill.

" 'Twas on that dread, immortal day,  
 I dared the Briton's band,  
 A captain raised this blade on me,  
 I tore it from his hand ;  
 And while the glorious battle raged,  
 It lightened freedom's will,  
 For, boy, the God of freedom blessed } *Repeat.*  
 The sword of Bunker Hill.

" Oh ! keep the sword," his accents broke ;  
 A smile, and he was dead ;  
 But his wrinkled hand still grasped the blade,  
 Upon that dying bed.  
 The son remains, the sword remains,  
 Its glory growing still,  
 And twenty millions bless the sire } *Repeat.*  
 And sword of Bunker Hill.

America.

My country, 'tis of thee,  
 Sweet land of liberty,  
     Of the I sing ;  
 Land where my fathers died ;  
 Land of the pilgrim's pride ;  
 From every mountain side  
     Let freedom ring.

My native country, thee,  
 Land of the noble free,  
     Thy name I love ;  
 I love thy rocks and rills,  
 Thy woods and templed hills ;  
 My heart with rapture thrills  
     Like that above.

Let music swell the breeze,  
 And ring from all the trees  
     Sweet freedom's song ;  
 Let mortal tongues awake ;  
 Let all that breathe partake ;  
 Let rocks their silence break,  
     The sound prolong.

Our fathers' God, to thee,  
 Author of liberty,  
     To thee we sing :  
 Long may our land be bright  
 With freedom's holy light ;  
 Protect us by thy might,  
     Great God, our King.

# REMEMBERED EVENTS

Concerning the Life and Services of

Benjamin Brown Thompson,

As a Teacher of

Common Schools, Academies, Institutes  
And Popular Singing Schools,

In New Hampshire and Massachusetts, for nearly half a  
century, or from 1827 to the year 1875.

With Brief Notices of Persons, and Sketches  
of Places where He has Taught.

Compiled by JOHN W. MOORE.

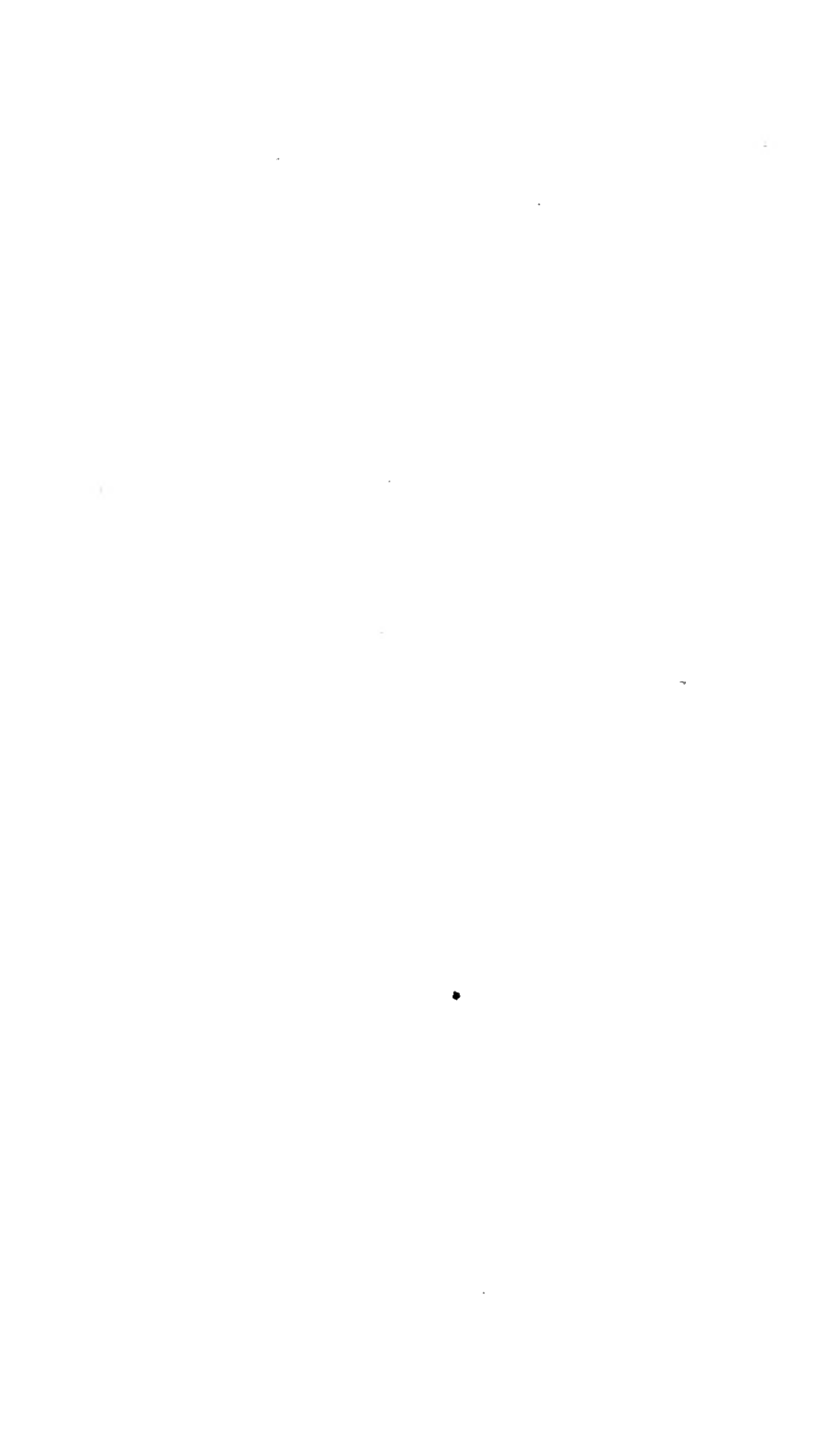
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“To know  
That which around us lies, in daily life,  
Is the prime wisdom.”

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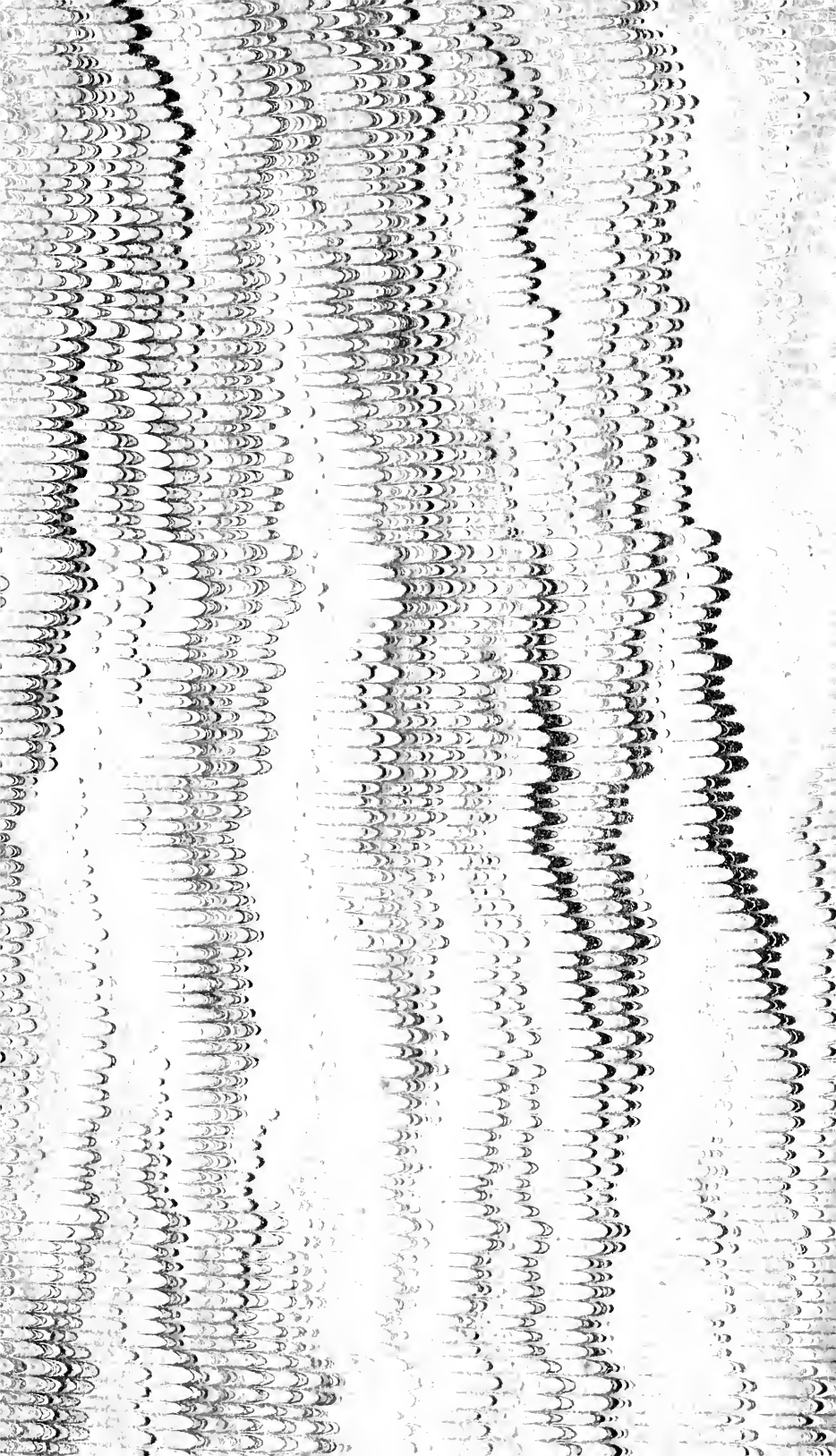


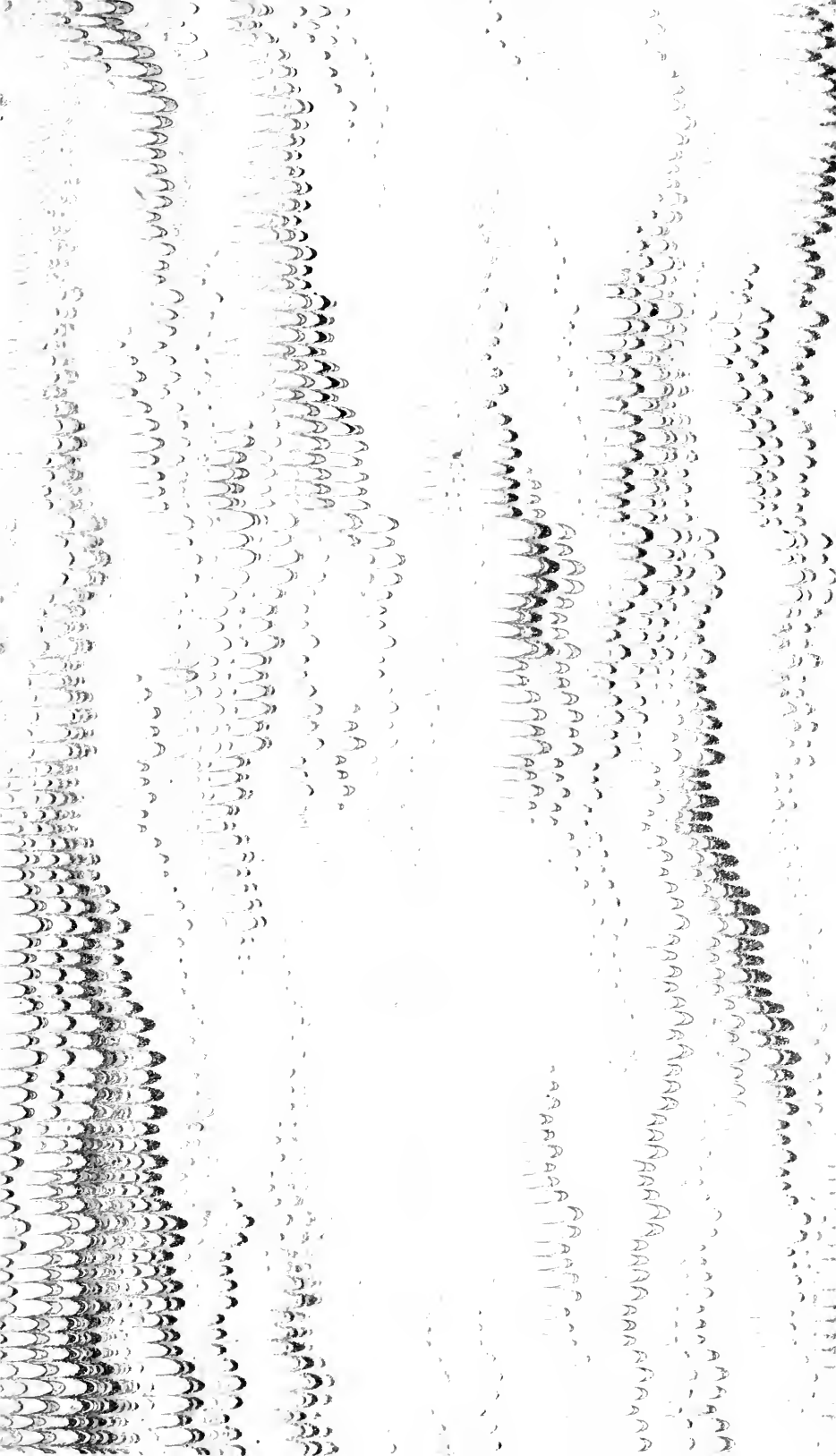












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