

LECTURES ON SCHOOL-KEEPING

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Lectures on School-Keeping by Samuel R. Hall

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BY SAMUEL R. HALL.

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No. 139, Washington-Street.

1829.

DISTRICT OF MASSACHUSETTS, *to wit* :

District Clerk's Office.

BE IT REMEMBERED, That on the ninth day of November, A. D. 1829, and in the fifty-fourth year of the Independence of the United States of America, *Melvin Lord*, of the said district, has deposited in this office, the title of a book, the right whereof he claims as proprietor, in the words following, *to wit* :

Lectures on School-Keeping, by Samuel E. Hall.

In conformity to the Act of the Congress of the United States, entitled, "An Act for the encouragement of Learning, by securing the copies of Maps, Charts and Books, to the Authors and Proprietors of such copies, during the times therein mentioned:" and also to an Act entitled "An Act supplementary to an Act, entitled, An Act for the encouragement of Learning, by securing the Copies of Maps, Charts and Books, to the Authors and Proprietors of such Copies during the times therein mentioned; and extending the benefits thereof to the Arts of Designing, Engraving and Etching Historical and other Prints."

JNO. W. DAVIS, *Clerk of the District of Massachusetts.*

1-21-36 KF

PREFACE.

Of nothing are the people of the United States more disposed to boast, than the free government, free institutions and free schools, which they have established. By the latter, it is designed to place within the reach of every child, the means of acquiring an education, sufficient to prepare him for the duties of a citizen. In a large number of the states, the establishment and support of free schools, has been a prominent object with the Legislatures. In some, the system adopted is, perhaps, better than in any other part of the world.

But still there is a very general opinion, that the amount of benefit desirable, is not obtained from these primary fountains of knowledge. Many plans have been formed to increase their usefulness. Some of these have been put in operation, and others have ended in theory.

It is highly desirable to every patriot, philanthropist and christian, that "the strong desire manifested to render this moral engine of social happiness and political security, as extensive, as complete and efficacious, as the vast resources of our intelligence and wealth will permit," may not cease, till something effectual shall be accomplished. No subject has stronger claims upon us, "for on the correct and early education of youth, depends the ultimate success of every rational enterprise for the intellectual and moral improvement of man."

In order to raise common schools to that standard of excellence. it is desirable they should attain; the defects, which exist, must be sought out. Nothing effectual can

be done till these, with the causes of them are ascertained. The remedies may then be proposed, applied and tested.

There is a very general belief, that one of the most common defects is the improper character and superficial qualifications of teachers. It is well known that many who are employed to teach our primary schools, are deficient in almost every necessary qualification. While this defect is so prominent, all the efforts to increase the usefulness of schools, can be attended with only partial success. But let the character of teachers be improved, and improvement in the schools will follow of course. To accomplish this object, it is desirable that institutions should be established for educating teachers, where they should be taught not only the necessary branches of literature, but, be made acquainted with the science of *teaching* and the mode of *governing* a school with success. The general management of a school should be a subject of *much study*, before one engages in the employment of teaching.

However important such institutions are to the success of common schools, as yet, very few of them exist. This has led to the inquiry whether a publication of very practical character, containing such directions to instructors, as might be easily understood and applied, would not be of essential service. This inquiry has led to the publication of the following volume.

The substance of the Lectures, has been given at various times, to classes of young men, who were qualifying themselves to become teachers, in the Institution of which the Author has charge. He has selected such subjects of remark, as have appeared to him the most important, and has endeavoured to give all the directions as much of a practical character, as possible.

The object, in lecturing and writing, has been to present the nature of their employment, to those who are pre-

paring themselves to instruct ; and to impress them with the importance of being properly qualified, and faithful in their employment, as well as to give such directions for governing and teaching as might be useful to them.

The Author does not expect that *all* will correspond with him, in the views he has taken of various subjects, nor, does he dare to believe that all his directions are the best that could be given. But, they are the best, that he could give. And he does firmly believe, that by attentively following them, teachers will be able to accomplish *much more* than has been usual, in training children and youth to habits of application, and in assisting them to gain necessary knowledge.

The work is designed not only to be *studied* by those at Academies, who are anticipating the work of the teacher, but to be carried by the master into his school, and be a directory in the performance of his daily labour.

The Author solicits the candid remarks of such as have had extensive acquaintance with the business of teaching, and hopes thereby to improve the character of the work, if a subsequent edition is demanded. He contemplates the work as an experiment, and as he has had no track to guide him, and only his own judgment and experience to depend on, he is solicitous for the result. Be that what it may, he will have the pleasure of reflecting, that his ardent desire to see the character of teachers improved, and a method of teaching more practical and better adapted to the capacities of children adopted, is laudable. If he has failed of furnishing such a work as is needed, it is owing to want of capacity—not to want of a desire to benefit the rising generation, and through them, his country.

Boston, August, 1820.

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THE questions in *italics* are designed to call the attention of those, who are qualifying themselves to become teachers, to a practical application of what is said previously. They must of course form an answer according to their own judgment. Answers to many of the questions will be better given in the scholar's own words, than by committing to memory the sentence or sentences, to which the quotation refers. The questions are made very general, in order that they may not be too much depended upon. The intelligent instructor, who puts them to a class, will not be confined to them; but will ask many others.

It may be useful for such as *have been* in the habit of teaching, to have occasional meetings, and question each other on a given portion of the book. Those who may be employed in a town, may occasionally meet for the same purpose. They might also be able to make each other acquainted with the results of their experience and efforts, and mutually benefit each other.