

**CHAPTERS ON SCHOOL SUPERVISION: A
PRACTICAL TREATISE ON SUPERINTENDENCE;
GRADING; ARRANGING COURSES
OF STUDY; THE PREPARATION AND USE OF
BLANKS, RECORDS, AND REPORTS;
EXAMINATIONS FOR PROMOTION, ETC.**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9781760571931

Chapters on School Supervision: A Practical Treatise on Superintendence; Grading; Arranging Courses of Study; The Preparation and Use of Blanks, Records, and Reports; Examinations for Promotion, Etc. by William H. Payne

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

WILLIAM H. PAYNE

**CHAPTERS ON SCHOOL SUPERVISION: A
PRACTICAL TREATISE ON SUPERINTENDENCE;
GRADING; ARRANGING COURSES
OF STUDY; THE PREPARATION AND USE OF
BLANKS, RECORDS, AND REPORTS;
EXAMINATIONS FOR PROMOTION, ETC.**

CHAPTERS
ON
SCHOOL SUPERVISION

A PRACTICAL TREATISE ON SUPERINTENDENCE; GRADING; ARRANGING COURSES
OF STUDY; THE PREPARATION AND USE OF BLANKS, RECORDS, AND
REPORTS; EXAMINATIONS FOR PROMOTION, ETC.

BY
WILLIAM H. PAYNE, M. A.

Supt. of the Public Schools of Adirson, Me.

WILSON, HINKLE & CO.

137 WALNUT STREET
CINCINNATI

29 BOND STREET
NEW YORK

COPYRIGHT
1875
BY WILSON, HINKLE & CO.

ELECTROTYPED AT
FRANKLIN TYPE FOUNDRY
CINCINNATI

EGRETT'S PRESS
WILSON, HINKLE & CO.
CINCINNATI

*Non viribus aut velocitatibus aut celeritate corporum res
magne geruntur, sed CONSILIO, AUCTORITATE, SENTENTIA.*

* * * *gubernatorem in navigando nihil agere dicant,
quum alii malos scandant, alii per foros cursent, alii sentinam
exhauriant, ILLE AUTEM CLAVUM TENENS SEDEAT IN PUPPI
QUIETUS.* *Cic., de Senec. vi.*

PREFACE.

EVERY man is a debtor to his profession. At the outset of his career, the current practice which he adopts is an inheritance left him by his professional ancestry; and this, in turn, is to be transmitted to the next generation with such additions as his own industry, sagacity, and thrift, have been able to accumulate during a life of professional toil. Science grows by the increments—insignificant, perhaps, in themselves—which individual experience contributes to the common stock; and no one has a moral right to leave the world without taking care to assure to posterity the net results of a life devoted to a special pursuit.

The profession of teaching has not enjoyed a profusion of such legacies. While men in other professions willingly contribute the results of their matured experience to those who are to succeed them, teachers have been slow to render such a service to their professional brethren. Compared with Law, Medicine, and Theology, Teaching is almost without a professional literature. In the other professions named, not only is there a vast collection of practical works,

the recorded results of individual experience, but there are numerous treatises on the history and philosophy of the several sciences—attempts to collate the great facts in each art, and to deduce from them certain first principles which may serve to prepare the way for a more rational practice. Of works of the first class there are but comparatively few to which teachers may have access; while of the second class there is scarcely a single example, in English, which, with any propriety, can be called a treatise on the philosophy of education. The great law of the division of labor has called into existence a new class of professional men, whose duty is the supervision of schools and school systems; yet, up to this time, no work, not even the most elementary, has been published on an art whose importance can scarcely be over-estimated.

The present work is offered as a contribution to the practical literature of teaching. Its general scope and purpose are best explained by remarking that it is a record of experience. The plans and suggestions which it embodies were not inspired by mere theories of what ought to be, or of what might be, but are the results which have been reached in the course of a considerable experience in the management of schools. It is not meant by this that all the plans herein contained are original; on the contrary, many of them have come, either by suggestion or adoption, from the current practice in school supervision. The writer

will scarcely be robbed of any credit which really belongs to him, if the reader is left to infer that this book merely presents an outline of the practice which is current in our best graded-schools.

It is due alike to the reader, the writer, and the critic, to state that this treatise is written from a particular point of view,—that of a superintendent of a school system such as is found in the smaller cities of this country. I do not presume to write for the instruction of those who superintend the school systems of our larger cities. Having had no experience in work of such magnitude and complexity, I have no fitness for giving advice as to the doing of this variety of school-work.

I am not aware that a work of this special character has ever been presented to the public; and, as it has been composed without models to follow, it will, no doubt, be easy to base a just criticism both on its matter and its method. If it serve no other good purpose, it will, I hope, stimulate abler hands to execute a similar undertaking, more worthy of the profession whose interests it is designed to promote.

The doctrines which are embodied in this work are expressed with the utmost frankness, yet not, I hope, with any thing which borders on dogmatism. Freely granting to all men the right to express their opinions with freedom and