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GIVEN BY

Geo. Wm. Davis

C. W. P. Bond

* 44992 210

OUTLINE

OF THE

ROUND HILL SCHOOL.

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OUTLINE

OF THE

SYSTEM OF EDUCATION

AT THE

ROUND HILL SCHOOL

With a List of the

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PRESENT INSTRUCTORS AND OF THE PUPILS

FROM ITS COMMENCEMENT UNTIL THIS TIME

JUNE—1831

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BOSTON

FROM N. HALE'S STEAM POWER PRESS

W. L. Lewis's Print. Congress Street.

MDCCCXXXI

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for the Board
18 August 99

INSTRUCTORS—JUNE, 1881.

Joseph G. Cogswell, *Principal,*

Charles D. Appleton,

George S. Bourne,

Stiles French,

William Hutchens,

Benjamin Pierce,

J. M. de Ribero,

H. Schroeder,

Solomon Stoddard, Jr.

The Round Hill School was opened in the Autumn of 1823. It owed its origin to a belief in the mind of its present director and his former associate, that a better provision, than then existed, might be made for a systematic and thorough course of early instruction and mental and moral discipline, combined with means for promoting health and vigor of constitution. Its projectors were then connected with one of our most frequented universities, which had enabled them to observe and learn the condition of the intellectual, moral and physical culture of the youth of our country, on assuming the *toga virilis*; they had also been familiar with the literary institutions of Europe of every rank, and from a comparison, they were persuaded, that our own might be improved, and that improvement was most needed in those designed for the early stages of education. They were, therefore, induced to renounce their connexion with a seminary of the highest rank, and labor in a humbler sphere, in the hope that their interest and honest zeal in the cause would compen-

sate for many other requisites, in which they might be deficient, and that they should be able to convince the community and themselves that their views on the subject were sound and practical. Embracing in their plan not only instruction, but all the purposes of education, the country seemed to them better suited than town, for an institution of such a character; their search for a pleasant spot in a healthful region, took them to the banks of the Connecticut, and when there, their choice was soon fixed upon the beautiful hill, which gave its name to the school.

A short prospectus announced to the public the general views of the projectors of the school on the subject of education, and an outline of the system, which would be followed in the instruction and discipline of its pupils. It was a system of great simplicity, founded on no pretended discovery of new faculties in the mind, or new principles in the heart, it promised no dispensation from labor, and relied upon no substitute for it. Constant supervision, salutary restraint, competent guidance and instruction, and affectionate intercourse were held out as the means, which would be used for counteracting evil propensities, preventing aberrations from duty, exerting to industry, and securing improvement. It did not reject rewards and punishments as incentives to virtuous, and checks upon vicious conduct, but it made no direct threats of the one, or promises of the other, intending that each in its place, should be found to follow as a natural consequence of right and

wrong actions. A moral government was aimed at, and consequently no aids were made use of in administering it, but such as were moral in their nature and influence. It must not, however, be inferred, that it denied the propriety and necessity of corporal suffering as a means of discipline, but it would resort to it rarely and only for offences of a dangerous tendency, believing that the frequent application of it is not likely to be very improving to the character of the pupil, or the temper of the instructor. These are the leading features of the system, which the projectors of the Round Hill School undertook to apply to the education of youth ; they have been faithfully adhered to for nearly eight years, and are here introduced to afford an opportunity of acknowledging the obligation to observe them in its future administration. In engaging in the enterprise, they had no reference to the pecuniary benefit they might derive from it, and they venture to appeal to all, who know the manner in which it has been conducted, to pronounce upon the probable correctness of this assertion. Its whole direction is now transferred to the senior principal, aided by the suggestions and counsel of his associated instructors. This change has arisen solely from a desire of restricting its numbers to such a limit, as could safely and successfully be intrusted to the mild system of discipline of the institution, which relies much for its efficiency upon personal and familiar intercourse between pupils and instructors. It is the intention of the present director

of the School, vigorously to follow out all the plans of instruction and improvement, which were concerted and matured by his former associate and himself, and he trusts, that it will be able to sustain the efforts it is making for the cause of education. It cannot claim public favor on any narrow ground ; should it be thought worthy of confidence and respect, it must be from its exertions in the common cause of good learning, pure morality, and Christian piety ; the spirit of improvement is too philanthropic to march under the banners of a party in religion or politics, or restrict the influence of its labors to any section of country or class of the community. It was in this spirit, that the School on Round Hill was established ; in this spirit, it has thus far been directed, and in the same, it now offers its quiet shades, its healthy atmosphere, its beautiful scenery and its means of instruction to the youth of pure morals and generous love of learning, who may be disposed to enjoy its advantages.

The general character of the Institution having been stated, it must now be shown what means it may have of conducting the education of youth in conformity to its own principles.

It professes to inculcate and enforce the great principles of the Christian religion ; to watch over the moral habits and manners, to take care of the health, to discipline the mind, and provide instruction in the several branches of knowledge, suited to the age and objects of its pupils. Are these promises

fulfilled? The following facts are submitted in answer to the question.

It inculcates and enforces the great principles of Christianity by requiring of the pupils a reverence for the Sabbath, and regular attendance upon public worship at the Church specified by parents or guardians; by daily morning and evening devotional exercises and lessons from Scripture; by instruction in the Bible; by lectures on Saturday evening on the evidences and influence of Christianity; by frequent addresses to the School on the importance of religion and religious life; the necessity of making the Scriptures a daily study, and of cultivating a Christian spirit and temper. But there is nothing exclusive or sectarian in the religion inculcated, and the doctrines of Christianity are taught only in the language of the Bible. It is the firm belief of the Directors of the School, that religious principle is the only foundation worthy of any confidence for estimable character, even in the present life, and by this belief they are governed in forming the minds of their pupils.

It watches over the moral habits by constant supervision of the pupils, by keeping from them the common temptations to vice, by forbidding them to go from the School grounds without express permission, by filling up all their time with study and exercise, by denying them the use of money for idle and frivolous purposes, and by checking the earliest indications of any vicious habit. If all these precautions

fail, and a youth becomes immoral, he is not permitted to remain and exercise an evil influence upon others.

It takes care of health, by furnishing, in the first place, a situation of such uncommon salubrity, that it is of itself almost a sure guaranty for this first of blessings; the Directors of the School have not, however, relied upon this alone for security in this respect. Early rising, abundant exercise, simple, regular, sufficient and nutritious diet, cleanliness, commodious apartments, and due precautions in changeable and bad weather, have combined with the first named cause, to give to the little community of Round Hill, a degree of health, and vigor, and physical activity, almost unparalleled among an equal number for an equal length of time.

For intellectual discipline and culture, the Institution has ever made the most ample provision; the ablest instructors have uniformly been sought to direct the various departments, and we might offer as a proof it, that several of the most valued instructors in some of our public institutions have here first exhibited their talent and learning. The high character for worth and learning of the gentlemen to whom the direction of the several departments is now intrusted, authorises a claim on their behalf, for an equal degree of public confidence and respect. It may be added, that no Institution in the country has ever provided an equal number of instructors in proportion to its pupils, and that the provision is now more ample than at any previous time.

To train the mind on philosophic principles, it must be directed in turn to such branches of knowledge as will best assist in the discipline and development of its principal faculties. Its powers of perception, attention, memory, imagination, judgment, reasoning, and invention, have each their appropriate instruments by which they are formed and finished. No one of these purposes is lost sight of in the course of study here provided for. It embraces ancient and modern languages, the natural sciences, pure and mixed mathematics, moral and intellectual philosophy, rhetoric, history, statistics, and political economy. Its chief reliance, however, for early mental discipline, is instruction in the Greek and Latin Classics and in Mathematics, believing that there is no one faculty of the mind, which is not directly or indirectly called into action by these studies pursued upon a proper method.

Enough has already been said to show that the Institution, in some respects, maintains the doctrine of the old schools upon the subject of philosophic education, and it has no wish to conceal the fact. It regards the ancient classics as the very centre of that great system of luminaries, which shed their light upon the mind of man; it teaches language through the medium of grammar rules, and forms and vocabularies and analysis of sentences, without rejecting any other aids, which may be found useful; it distrusts induction as the sole or best method of enlightening the youthful mind when the prin-

principle of reasoning has scarcely dawned, without which, the process of induction has no existence ; it considers that the power of abstraction forms one of the principal advantages of the disciplined over the undisciplined mind, and that it should be a leading purpose of intellectual culture to impart it, and, therefore, it makes general truths, and not individual facts, the foundation of knowledge and of mental discipline, and resorts to material objects for illustration and not for inculcating first principles. In a word, it assumes the position, that the surest and most direct way of attaining any kind of knowledge, which rests on scientific principles, is to become master of those principles, and afterwards to acquire facility in the application of them by frequent practice.

A question may here arise, if the Institution is intended to supersede the necessity of resorting to the University and prepare a young man for professional studies or for active life. The answer is, that it was established to advance the cause of education, and, therefore, acts in concert with all other Institutions, which promote the like design, but that its plan of study is independent of every one, and only when specially requested, is regulated by the requisites for admission to the Colleges respectively. It aims, however, at all times, to put its pupils, pursuing a classical course, in a condition to be transferred to any other literary Institution, and continue their studies with that class, in which their advancement should properly place them. It is acknowl-

edged, with great satisfaction, that this principle has been acted upon by some of the most distinguished Institutions in the country, in which the examination of pupils sent from this, has been made with reference to the state of their knowledge, and not to the books from which they may have acquired it. As respects preparation for active life, there is no branch of knowledge properly belonging to the most liberal and thorough business education, which is not taught here. But that it may be distinctly understood how far the Institution may furnish the instruction which a parent may wish a child to receive, a more definite enumeration of the studies pursued, and the extent to which they are carried, is here given.

The English Language from its elements, to a thorough knowledge of its grammar, and the correct use of it in speaking and writing.

The French, Spanish, and German Languages, to any extent desired.

The Greek and Latin Languages, embracing the whole compass of Greek and Latin Literature.

Pure Mathematics, according to the French course, and to the same extent. The application of Trigonometry is taught practically, with the use of the instruments for Mensuration, Surveying, Levelling, and most of the operations in civil engineering.

Ancient History, following the outline of Heeren, and modern, following that of Koch's *Revolutions of Modern Europe*.

Geography and Statistics—from Malte Brun for the most advanced pupils.

The Elements of Chemistry and of Natural Philosophy, the course in both being limited by want of apparatus.

Rhetoric and Elocution, with the History of English Literature, and the culture of the powers of Taste.

Book-keeping, and the practical forms of the Compting house, with particular instruction in such branches of Mathematics as facilitate mercantile operations.

Instruction is also given in Christian Theology, Ethicks, and Intellectual Philosophy, when the age and progress of the pupils make these studies appropriate.

Music and Drawing are taught, whenever good instruction in these branches can be procured, also Botany and Mineralogy to those who discover any fondness for Natural History. Horticulture may also be attended to under peculiar advantages.

To the foregoing statement of the system of education, and the manner and means of imparting instruction in this Institution, it may be well to add a few details relative to the internal arrangements, daily occupations, attention to personal comforts and habits, and the general regulations of the household.

The buildings of the Institution are sufficiently extensive to allow a separate lodging room to each pupil, and this is always done when desired.

The place for study is the school-room, in which

the whole School is daily assembled from six until seven,—from half past eight until twelve in the morning,—from half past two until five, and from eight until nine in the evening through the summer ; in the winter such variation is made as is required by the difference in the hours of day light. The recitations are heard in separate rooms ; the time appropriated to each exercise is fifty minutes ; the School is divided into small classes not exceeding six, that each pupil may have his proper place in the course he is pursuing, and that good order and attention may be secured during the recitation.

The meals are at a common table, at which the Principal and most of the Instructors are present. In summer, the hour for breakfast is seven ; for dinner, one ; for supper, half past six ; in winter a variation corresponding to the season. The rest of the intervals of study is appropriated to exercise. Riding on horseback, gymnastics, bathing, and dancing, are prescribed recreations, under the same regulations as the literary exercises ; all other innocent, active amusements are permitted, but no sedentary games. No manual labor is required or mechanic art taught, but all the labors of husbandry and gardening, and several of the arts are exercised within the limits of the School grounds, with any of which the pupils are permitted to amuse themselves when so disposed. In all such things in a course of liberal education, it is believed that natural aptitude, and taste, and inclination ought alone to govern.

Attention to the person and the rules of cleanliness is enforced, by requiring all the pupils to go through all the morning ablutions immediately after rising, and again to wash before dinner, to change their apparel regularly and often, to bathe at stated times during summer, and in winter to make liberal use of warm water. Care also is taken that they do not wear torn garments, that their shoes are brushed every day, that their hair and teeth are attended to, and that they preserve a general air of neatness in their apparel, but no uniform dress is prescribed.

In summer the hour of rising is half past five ; in winter six ; that of going to bed half past nine throughout the year. The non-observance of these regulations is reported to the Principal.

The punishments ordinarily used, are the privation of some privilege or gratification. Disorder in the school-room, or neglect of school duties, detains from play, one hour or more, as the case may require ; disorder at meals, or in the lodging-rooms, or about the house, degrades at table or deprives of a meal ; greater offences subject to solitary confinement. Flogging is reserved as a correction for base vices, which demand immediate extirpation. But as the whole system of government proceeds on the principle of preventing misconduct, and not of being satisfied with the punishment of it, occasions for severity are rare ; not more than five or six instances of corporal chastisement having occurred since the establishment

of the school. The rewards are conscious approbation, a good name, confidence of instructors, and the cheering encouragement of *Macte virtute* distinctly pronounced whenever deserved. Absolute and not relative excellence is the standard, which has at least the advantage of deferring to a later period in life the dominion of one of the worst passions of the human heart.

The age at which pupils are received is not limited; their fitness for removal from the paternal roof must determine how young they should be sent from home, and their character for docility and moral purity, the propriety of receiving them at the school.

No precise time is fixed for the admission of pupils. The studies of the year are generally arranged at the beginning of the summer session, which enables those, who join the school at that time, to enter at once upon the regular course. There is but one vacation, which is of six weeks, from the first of April, and in the Autumn, a recess of a week, from October 1.

The annual expense of the school is \$275, including all charges, but bedding, apparel and books; pupils remaining through the spring vacation, pay \$25 in addition. The charge is made semi-annually in advance, and in case of necessary absence, refunded *pro rata*. Supplies of apparel, books, and other necessaries, are procured at fair prices, the accounts for which are made out and settled at the close of each session.

The number of pupils will constantly be kept within that limit, which the successful execution of the system of discipline and instruction of the school, and the welfare of those intrusted to it may require.

It is hoped that the foregoing sketch is sufficiently full and distinct to give a correct idea of the Round Hill School; its characteristic feature, it will be perceived, is simplicity. It seeks to excite and cherish the feelings of religion in its pupils, because they are immortal and accountable beings; it places them under moral restraints, and checks their natural inclinations, on the principle, that good morals are the result of a constant struggle with the evil tendency of our nature; it disciplines and instructs their minds through the medium of labor, on the ground, that nothing valuable has been granted to mortals without labor, and it accustoms them to habits of punctuality, order, decorum, respect to seniors, and to a general observance of the laws of good breeding, by means which permanently influence the character, and not by mechanical springs, which operate no longer, than while they are applied. Such a system acts too quietly to command much attention in this age of novelties, bold experiments and extraordinary discoveries. The almost unlimited extension of mechanical forces, and the prodigious acceleration of mechanical movements has given rise to a very general belief in the possibility of a like acceleration of intellectual development and progress, but the opinion is not acted upon here. Al-

though the general stock of knowledge has been constantly accumulating from the creation until the present time, the individual mind begins its expansion in the same state of ignorance, and acquires by the same process as at first, and as its expansion must be proportioned to its gradually increasing powers, there is no more safety in an intellectual, than in a mechanical application of the high pressure principles.

In conclusion, the Directors of the School acknowledge the sacredness of the obligation into which they enter, in undertaking the combined duties of parents and teachers, and becoming, in some degree, responsible for so many immortal minds and immortal souls, and they hope for that wisdom which is from above to guide them in the faithful discharge of it.

The following is a list of the pupils of the School, from its commencement, arranged according to their respective places of residence. The whole number is two hundred and ninety-one. From among its members, death has had but a single victim, and then it seized upon as sweet and gentle a spirit as ever winged its flight upward. The remembrance of his virtues still is, and ever will be fondly cherished in our hearts.

The term which they have remained here has not been uniform, some a few months only, and some five or six years. Many have gone from us to the Universities, and many have found the education received here a sufficient preparation for professional studies, for the counting house, and for other vocations in life. We have already had the satisfaction of seeing several in their more advanced career, sustain the fair earned reputation they carried with them from the school, and we trust the greater portion will hereafter show "that they have been inflamed with a study of learning and the admiration of virtue, stirred with the high hopes of living to be brave men and worthy patriots, dear to God, and precious to all ages."

From Massachusetts.

Thomas C. Amory,	W. Prescott Dexter,
Rufus G. Amory,	Francis L. Dutton,
George W. Amory,	S. Eliot Dwight,
Thomas G. Appleton,	Frederick Dwight,
Charles S. Appleton,	George Ellis,
Samuel Ashburner,	John O. Fairfield,
Theodore J. Barnett,	Haliburton Fales,
T. F. Haley Barstow,	John Forbes,
Charles Barstow,	George Gardner,
Samuel H. Bates,	Edward E. E. Gardner,
Henry W. Bellows,	Watson Gore,
Edward Bellows,	William C. Gorham,
George A. Bethune,	Benjamin L. Gorham,
John Binney,	William Gray,
Amos Binney,	John C. Gray,
George Blake,	Francis Gray,
Francis Blake,	George Hammond,
George Bond,	George H. Hastings,
Francis Beott,	Samuel Henshaw,
Charles Bradbury,	D. Waldo Higginson,
William Brewster,	Nathaniel Hooper,
John Bryant,	Josiah Howe,
W. Ellery Channing,	U. Tracy Howe,
Augustus Clark,	Gardner G. Hubbard,
Gorham Coffin,	Ebenezer Hunt,
Thomas Cordis,	Seth Knowles,
Edward A. Crowninshield,	William Lawrence,
Benjamin Cutting,	S. Abbott Lawrence,
Henry Degen,	James Lord,

George W. Lord,
 Robert T. S. Lowell,
 Arthur W. Lyman,
 Joseph Lyman,
 John H. Manning,
 Samuel May,
 Charles Mills,
 John T. Morse,
 Benjamin E. Morse,
 Samuel T. Morse,
 Thomas Motley,
 Lathrop J. Motley,
 Harrison G. Otis,
 George Peabody,
 Dandridge W. Peck,
 James Perkins,
 James D. Perry,
 John P. Putnam,
 Charles Richmond,
 Thomas Robeson,
 William Robeson,

Thomas Sargent,
 Theodore Sedgwick,
 George C. Shattuck,
 Samuel P. Shaw,
 Robert G. Shaw,
 Theodore Shillaber,
 Nathaniel Shurtleff,
 Charles S. Storow,
 William Sturgis,
 John T. S. Sullivan,
 Samuel Swett,
 I. Augustus Thorndike,
 Israel Trask,
 Robert Wales,
 George Wales,
 Samuel G. Ward,
 William Welch,
 Charles H. Wheelwright,
 Joseph White,
 Frederick Wright.

From Maine.

John T. G. Davies,
 Robert H. Gardiner,

F. Tudor Gardiner.

From New-Hampshire.

George Haven,

Charles Ladd.

From Connecticut.

Truman French,

George Jepson.

From Rhode-Island.

Samuel C. Blodget,
 Joseph Church,
 Sullivan Dorr,
 Henry Griswold,
 John M. Hutchens,
 William H. Paine,

Henry Rivers,
 George Rivers,
 John Whipple,
 Newton Whipple,
 James Whitaker,
 John Wilkinson,

From New-York.

Robert Bolton,	John Munro,
James C. Brevoort,	Herman Newbold,
William A. Brevoort,	Thomas Newbold,
Le Grand Cannon,	Eugene Post,
Henry Cary,	George W. Riggs,
William Edgar,	Lawrason Riggs,
Herman Edgar,	B. Woolsey Rogers,
Daniel Edgar,	Lewis Sagory,
David Fairbanks,	Charles Sagory,
George Gibbs,	Courtney Schenck,
Samuel Hopkins,	Henry D. Sewall,
John H. Howard,	J. Bayard Stevens,
William E. Howland,	Russell N. Townsend,
Philip L. Jones,	Alexander Van Rensselaer,
Philip Kearney,	Robert Watts,
George Kneeland,	Alexander Watts,
Shubael Lansing,	Ridley Watts,
Robert L. Livingston,	William Wadsworth,
Eugene Livingston,	Thomas Walker,
J. Montgomery Livingston,	Samuel Ward,
John T. K. Lothrop,	Henry Ward,
Dominic Lynch,	Marion Ward,
Morris Miller,	David Wood.

From Pennsylvania.

Alexander Brown,	R. Delancey Izard,
Thomas W. Francis,	John R. Jones,
Charles Francis,	Samuel Rodman.
Alfred Francis,	

From Delaware.

John Andrews,	Henry Andrews.
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From Maryland.

Horatio D. Appleton, 27	George D. Appleton,
Charles D. Appleton, 24	James Bankhead,

Rawlins Barney,
 Sterrett Barr,
 Frederick W. Brune,
 John C. Brune,
 Thomas Donaldson,
 Edward Donaldson,
 C. Frederick Faulac,
 Ferdinand A. Faulac,
 John Faulac,
 Henry F. Friese,
 Philip J. Friese,
 William Gilmor,
 Charles S. Gilmor,
 Robert G. Harper,

William Hoffman,
 J. Latimer Hoffman,
 John E. Howard,
 Thomas McElderry,
 John Magruder,
 W. Wirt Meredith,
 Oliver Norris,
 John O'Donnel,
 Charles Robinson,
 Charles Francis Schroeder,
 Tench Tilghman,
 Joseph B. Williams,
 William Wirt,
 William Winchester.

From Virginia.

Bernard Carter,
 Williams Carter,

George W. Morton.

From North-Carolina.

Marsden Campbell,
 John D. Collins,

John Little.

From South-Carolina.

William Burgoyne,
 George W. Cross,
 Nicholas Cruger,
 Lawrence Edmondston,
 Charles Edmondston,
 George Edwards,
 John L. Faber,
 George Gibson,
 William Habersham,
 James Hamilton,
 D. Hayward Hamilton,
 T. Lynch Hamilton,
 Robert Hayue,
 Joseph Huger,

T. Pinkney Huger,
 Ralph S. Izard,
 John Jenkins,
 Keating S. Laurens,
 George Macbride,
 T. Pinkney Middleton,
 J. Motte Middleton,
 M. Irvine Millikin,
 John Millikin,
 John S. Perrier,
 Ferdinand A. Perrier,
 John R. Pringle,
 J. Hamilton Prioleau,
 J. Harleston Read,

James W. Read,
T. Pinkney Rutledge,
Robert Smith,

H. Laurens Toomer,
W. Drayton Warley,
James Wilkinson.

From Georgia.

Edward C. Anderson,
Clarence Barclay,
William D. Berrien,
Thomas Bourke,
William Bourke,
T. Jefferson Bullock,
Oliver Burroughs,
Robert Habersham,
B. Elliot Habersham,

William N. Habersham,
Leonard C. Hunter,
John C. Hunter,
William P. Johnston,
George Jones,
George Kollock,
Robert Mackay,
Samuel Stiles,
Henry C. Wayne.

From Mississippi.

William B. Hooke,
Francis H. Hooke,

Richard B. Hooke,
Moses J. Hooke.

From Louisiana.

William S. Johnston,
Richard M'Call,

Thomas C. Servoss.

From Tennessee.

Arthur M. Rutledge.

From Ohio.

William Barr,

Benjamin Tappan.

From Michigan.

Samuel Dexter.

From Lower Canada.

Aaron David,
Moses E. David,

Charles H. Gates.

From the West-Indies.

William J. Bastian,
Trajan Laburthie,
William Murphy,

Thomas Murphy,
Jasper N. Murphy.

From Mexico.

John C. Cano,
John Palacios,

Francis de la Vega y Rabago,
Lorenzo de Zavala.

From Brazil.

John J. White,

James White.

Transatlantic.

John Kennett,

Herman Schroeder.







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