

## SAMUEL READ HALL.

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SAMUEL READ HALL, the author of "*Lectures on School Keeping*," and the first principal of the first Teachers' Seminary established in this country, was born in Croydon, N. H., October 27, 1795,—the youngest of eleven children of Rev. Samuel Read Hall and Elizabeth Hall, his wife.\* He received in infancy the name of Read,—that of Samuel having been prefixed by authority of the legislature, after the death of an elder brother. Soon after his birth, his father made a purchase of one-half of the "Eastern Township" in Canada, and with his family commenced his journey to settle there, during the winter of 1796. Before reaching his destination, however, he learned that his title was not valid, and that those from whom he had purchased had absconded; by which he had lost his entire property. This information reached him at Maidstone, Essex Co., Vermont, and then he was obliged to stop, having no inducement either to proceed or to return. He procured accommodations for the family in Guildhall, an adjoining town, and obtained the lease of a tract of public land, upon which he continued to reside for fifteen years.

The hardships of pioneer life were experienced by his family in full measure. The number of families in the town was, at that time, only ten or twelve. A mill was soon erected at Marshall's Fall on the Connecticut, one mile from his residence; but no school was commenced in that part of the town for several years. The only literary advantages enjoyed by the younger children were those of the "home school." But these advantages were better, perhaps, than most children enjoy under similar circumstances; the parents being well educated, and the father especially, having been long employed in teaching, at the place of his former residence, during the winter of each year.

The subject of this notice had made so much progress, when a school was commenced in the neighborhood, that, though only eight or nine years of age, he was placed at once in the "first class," to read and spell. The reading-book was Morse's Geography, and the lessons

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\* The parents of Mr. Hall, bearing the same name before marriage, were remotely related. His paternal grandfather was Stephen Hall, of Sutton, Mass., and his maternal grandfather, Hezekiah Hall, of Uxbridge, and subsequently of Tyringham, Mass. These families are traced back to two brothers, who emigrated to this country about the year 1630, and settled, one near Cape Cod, and the other at what is now Medford, Mass.; descendants of whom are found scattered in all parts of the United States.

for spelling were taken from Perry's Dictionary. The following winter he was classed with those who were studying Pike's Arithmetic and Alexander's Grammar.

At that period, there were no schools during the summer, and usually but two months in the winter; so that the privileges that young Read enjoyed, at the age of fifteen years, did not amount to a year, and this under teachers extremely deficient in qualifications. The latter fact was, however, no doubt indirectly beneficial to him, with his thirst for knowledge, as it led him to feel the necessity and induced the *habit of self-reliance*.

His father's library, though very small, contained a few books that were of great service to Reed. In place of the multitude of narratives, fictitious and others, that beguile the childhood of our time, he had Watts on the Mind, Mason on Self-Knowledge, and Locke on the Human Understanding. With the two former he made himself quite familiar before he was twelve years old, and with the latter before he was fifteen. "*The works of that learned man, William Pemble of Magdalen Hall, Oxford,*" a very old book, occupied much of his leisure time in boyhood. This volume is partly in Latin and partly in English, and treats mostly of religious matters. He found in it a "*Briefe Introduction to Geographie,*" and an essay entitled "A S V M M E of Moral Philosophie." With the aid of an old Latin Accidence and Lexicon, used by his father when a boy, and Bailey's Dictionary, he was enabled not only to read the English essays, but to get at so much of the meaning of the chapters, "*De Formarum Origine*" et "*De Sensibus Internis,*" as to become greatly interested in them. He continues to regard that old folio with high reverence to this day, and will leave it as an heir-loom to his children.

In consequence of exigences into which Mr. Hall had been thrown, as above stated, he became the religious teacher of the town; after a few years, was regularly inducted into the ministry, and, in 1811, was ordained pastor of a church in Rumford, Maine. To that place his youngest son accompanied him; the other children then living having arrived at manhood. Rumford was then but another sphere of pioneer life,—principally surrounded by wilderness, there being no settlements on the north. Indeed, settlements had extended but a few miles on either side of the Androscoggin, and from Ellis river, a tributary uniting with it in that town.

Rumford was in a transition state, and, though rapidly increasing in population, the schools were of the kind described in Mr. Burton's graphic "*District School as it was.*" The care of a small farm and other circumstances prevented Read's attendance even at these schools

more than a few months, till after the decease of his father, which occurred in 1814.

Left now to the guidance of his own inclination and judgment, young Hall undertook in earnest to qualify himself to become a TEACHER. With no patrimony, he was entirely dependent on his own efforts. He was besides always a sufferer from diseases developed in childhood, and which interfered with his ability to perform an amount of manual labor, common to young men of his age. After some time spent in study, under the direction of Rev. Daniel Gould, who succeeded his father, as pastor of the church at Rumford, he entered upon his chosen employment, in 1815, in that town, and continued to teach there and at Bethel, during that winter. His purpose then was to prepare for college, and to become a minister of the Gospel. As a teacher, he felt himself greatly deficient in necessary qualifications, but his success was very much beyond what he had dared to expect. In fact the spirit of the pioneer and originator soon began to work outwardly, as it had been trained to do within. After he had become well acquainted with his school at Bethel, he endeavored to introduce some improvements. Among these was the writing of compositions. This awakened at first strong opposition among both pupils and parents. It had never been required in a district school before, within the knowledge of either the instructor, the scholars, or the parents. The latter took the part of their children, because they believed them incapable of the task, and the scholars, thus sustained in their disinclination to attempt it, asked with one consent to be excused. The instructor requested the attendance of both parents and pupils the next evening, to hear his reasons for endeavoring to introduce the exercise. At this meeting his object was to convince all of both the practicability and usefulness of such an exercise; and, having given them his reasons, he left the decision with themselves. The result was a demonstration of his remarkable *pedagogical* powers. When the day for compositions arrived, he had the satisfaction of receiving one from *every one* of those whom he had requested to unite in the exercise, and, among others, from a little girl, eleven years old.

On receiving and reading the compositions, he affectionately thanked his pupils for the effort they had made, and told them that, with few exceptions, the compositions were better than he had expected,—that they had proved the truth of the adage, “Where there is a WILL, there is a WAY.” From that time writing compositions was a weekly exercise. And this success marked at least as decided an era in the teacher’s progress as in that of his pupils. It assured him that much more could be accomplished for the benefit of schools, if the right

means were used ; and he became convinced and was led to feel that this ought to be attempted, both by himself and others.

During the spring and summer of 1818, Mr. Hall attended an academy at North Bridgeton, Maine, under the instruction of Rev. V. Little, and, in the autumn of that year, entered the Kimball Union Academy, at Plainfield, New Hampshire, where some assistance was offered to young men preparing for the ministry. With this seminary he was connected for nearly three years, teaching a part of each year at Lyndeborough and Wilton, New Hampshire. In these places he succeeded in effecting important changes, both in the studies prosecuted and the books used. His first aim was to awaken a thirst for necessary knowledge, and to convince all that ignorance of the branches which could be required in the common school, was not merely a misfortune, but a sin. An unusually large proportion of the members of the school at Lyndeborough were over sixteen years of age, and several were between twenty and thirty. Nothing but the elementary branches had ever been taught in these schools ; not even geography. This study, with the history of the United States and natural philosophy, he introduced during the first winter, and intense interest was awakened by them. It was asserted, by both parents and pupils, that more progress was made in the school during that winter than in all the five preceding. He was employed to teach in the same place the ensuing autumn and winter. Several other studies were then introduced, and the school attracted much notice, both there and in the neighboring towns. His success, in fact, was so marked that his services were sought in many places, at almost any wages that he was disposed to ask. The next winter he taught at Wilton ; and also during the autumn and winter succeeding. The results here were still more satisfactory, and a new era commenced in the schools of that town.

It must by no means be supposed that Mr. Hall's success was due solely or chiefly to his intellectual activity and enterprise, and the stimulating effect of these, and of new studies upon young minds. His influence through the conscience and the affections was still more decided and important. It was felt, throughout the school, that Mr. Hall would do what was right, and that it was the desire of his heart above all things that every member of the school should also do what was right in the sight of God. The sense of duty—the feeling of accountability for talents and opportunities, and a proper regard for the just claims of others, were carefully cherished ; it was the public sentiment of the school that the teacher was the helper and friend of all, and that an exact compliance with his wishes was wisest and best.

The best lessons of the "*Lectures on School Keeping*," were working themselves out in actual realities. But these labors were too much. Mr. Hall's health became seriously impaired; and, after a period of great prostration, he was obliged, reluctantly, to abandon his intention of entering college, and pursue a less complete course of study. He left Meriden, and studied theology, first with Rev. W. Chapin, at Woodstock, Vermont, and then with Rev. W. Eaton, of Fitchburg, Mass., at which place he taught a school, in 1822.

While at Fitchburg, he was advised by several clergymen not to defer longer his entrance upon the work of the ministry; and, although not himself convinced, he consented to refer the question to the Worcester North Association. By that body he was licensed, and immediately received a commission from the Domestic Missionary Society of Vermont, to labor at Concord, in that state.

At Concord, it was one of the first duties with him to visit the schools. He soon saw that the time of many of the children and youth was nearly lost, through the deficiencies of the teachers employed, and felt that in no way could he accomplish more good, than by efforts to "teach the teachers" of these and the neighboring schools.

When, therefore, he received from the church and people an earnest request to remain with them as pastor, his consent was given, on the condition that he should be allowed to open a school for the instruction especially of those in town who desired to become teachers. With that understanding, he was ordained, March 5th, 1823, and, the following week, opened the proposed seminary. He admitted a class of *young* pupils, as well as classes of those more advanced; the former rather as a *Model School*, in the instruction of which he intended to illustrate to those intending to become teachers, both how children should be governed and instructed.\*

In order to awaken greater interest in the education of teachers, Mr. Hall prepared a course of lectures on school keeping, probably some years earlier than any other effort of the kind was ever made, either in the United States or Great Britain. These lectures were

\* In order to a correct estimate of Mr. Hall's place in the history of educational improvement in this country, the dates are important. Here, in an obscure corner of New England, under the hand of one who was, to a remarkable degree, self-taught, self-prompted, and alone in planning it, was an institution with all the essential characteristics of a Normal School, eighteen years before the Massachusetts movement had reached that point of development which secured the establishment of the Normal School at Lexington. [See Vol. IV., pp. 215-229, of this Journal.] Mr. Hall was, in fact, a "teacher of teachers," at the head of such institutions almost continuously for more than seventeen years from this date; namely, at Concord, from March, 1823 to July, 1830; at Andover, from September, 1830 to June, 1837; and at Plymouth, N. H., from June, 1837, to May, 1840. The *chronological plan*, and independent origin of the "*Lectures on School Keeping*," are also important.

written without any aid from books or periodicals. When first delivered, there was not a single tract, within his knowledge, furnishing even "hints" on the subjects discussed.

"THE AMERICAN JOURNAL OF EDUCATION" was commenced in 1826, three years after the commencement of this school, and was at once heartily welcomed by Mr. Hall as a most important auxiliary. Every page was carefully read, as the numbers successively came to hand. The influence of that work, both while conducted by Mr. Russell and afterward by Mr. Woodbridge, was most highly salutary to the interests of education in the country. Many teachers besides himself regarded the work as the beginning of a new era in the progress of popular education. Some of the oldest writers in the country were secured as contributors, and very able discussions enriched its pages.

With the hope of awakening the attention of parents and children in the state to a subject almost entirely neglected in the schools, Mr. Hall prepared and published, in 1827, the "*Geography and History of Vermont.*"\* The success of this little volume exceeded the author's expectations. It was very soon introduced into most of the schools in the state, and was regarded with favor by teachers generally.

Some who had heard the "*Lectures on School Keeping,*" expressed an earnest desire that they might be published. Mr. Hall accordingly conferred with friends in Boston, and teachers in other places, and the result was, its appearance from the press in 1829, and the sale of the first edition in a few weeks. A second edition was issued; and, soon after, an edition of ten thousand copies was printed on the order of the superintendent of common schools in New York, for distribution to all the school districts in that state.

About the time of the publication of these lectures, the trustees of Phillips Academy, Andover, erected a spacious building, with the design of establishing an English Department. In this effort, they had primary reference to the necessities of those who were to become teachers in "Common and Higher Schools."

The appearance of the Lectures, while the building was in progress,

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\* Of this work, the editor of the Journal, unsolicited, gave the following notice:—

"This is one of the most judicious and practical books for a primary school that we have yet seen. We value it, not so much for its entire correspondence with the views so often expressed in our pages, as for the uncommon quantity of useful and interesting matter it contains, and for its happy adaptation to the minds of children. The geographical details are well selected; and the chapter on natural history will furnish much food for thought, and will aid the early formation of good mental habits. The civil history is sufficiently copious for the purposes of such a volume; and the account of the hardships of the early settlers is highly instructive and entertaining.

Books, such as this, contain the true elements of enlightened patriotism, and possess a much higher value than is apparent at first sight."

and while the trustees were inquiring for a principal to take charge of the new seminary, led to a request that Mr. Hall would consent to be a candidate. Though he had, for more than a year, found his health seriously impaired by the care of a large parish and the labors of the school at Concord, and supposed he must soon relinquish one or the other, he shrunk from the responsibilities of the seminary at Andover. He felt the disadvantages of his early education; and, replied frankly that, in his opinion, some other person ought to be selected, declined the invitation. It was still, however, urged upon him, and in the result, after a long correspondence, his name was placed with those of other candidates, and he received the appointment, and was soon after released from his engagements at Concord.

The seminary was divided into three departments. The Normal or Teachers' Department; the General Department, designed to prepare young men for business; and the Boy's Department, or Model School. The "*Annals of Education*," for 1834, contains the following notice of the first of these departments:—

In the TEACHER'S DEPARTMENT are *three classes*. The course of study can be accomplished in three years. But, as the middle and senior classes are expected to be absent to enable them to teach during the winter, the course requires three and a half years. The regular time for admission is at the commencement of the summer term. Candidates for admission to the junior class, must be prepared to pass a satisfactory examination on the sounds of English letters, rules of spelling, reading, geography, first principles of etymology and syntax, intellectual arithmetic, history of the United States, ground rules of written arithmetic, and fractions. The year is divided into *three terms*, and the following studies are pursued at each:—

#### JUNIOR CLASS.

*First Term*.—English Grammar; Intellectual Arithmetic, *reviewed*; History of United States, *reviewed*.

*Second Term*.—Written Arithmetic; Geography, ancient and modern; History of England.

*Third Term*.—Written Arithmetic, *finished*; Linear Drawing, Construction of Maps; Use of Globes; Book-keeping.

#### MIDDLE CLASS.

*First Term*.—Algebra; Euclid; Rhetoric.

*Second Term*.—Algebra, *finished*; Trigonometry; Chemistry.

*Third Term*.—Chemistry, *finished*; Surveying; Spherical Geometry; Conic Sections.

#### SENIOR CLASS.

*First Term*.—Natural Philosophy; Logic; Civil Engineering.

*Second Term*.—Natural Theology; Evidences of Christianity; Moral Philosophy; Astronomy.

*Third Term*.—Political Economy; Intellectual Philosophy; Art of Teaching.

All the members of the junior class attend to the "*Political Class Book*" on Saturdays, and declamation and composition on Wednesdays, through the year. The middle and senior classes write compositions on subjects connected with the art of teaching.

Lectures are given, accompanied with illustrations and experiments, on the most important studies; particularly, natural philosophy, chemistry, and school keeping. Each one who finishes the course will have attended more than fifty lectures on the latter subject.

When the Teachers' Seminary, at Andover, was established, no

similar institution existed in the United States. The Prussian Normal Schools could not be closely imitated in this country, on account of great diversity of condition. Mr. Hall was obliged to *originate* every thing, according to his own judgment, and the limited experience he had.

The course of study to be established, and the length of time which it should occupy, demanded the exercise of great discrimination. If too much were attempted, but few would be willing to enter upon it; and, if too little, the qualifications of teachers would be superficial. A *three years'* course was established as, on the whole, preferable to one longer or shorter. And, so far as he had opportunity to know the opinion of the patrons of the seminary and the public, the length of time and the arrangement of studies were approved. A very obvious increase of interest in popular education was soon apparent. This was a source of encouragement, no less than of gratification. Applications for the services of the members of the seminary, to teach school, were greatly beyond the supply; while the compensation offered was more than doubled within a few years.

In this new and wider sphere, and with these encouragements, Mr. Hall's plans naturally received a larger development. It occurred to him that a new impulse might be given to the cause of *popular education*, by organizing a society, and employing agents to visit different parts of the country, who, by lectures and otherwise, might awaken the attention of parents to the defects of schools, and to the loss sustained by the rising generation. He invited the co-operation of the professors and students of the Theological Seminary, the teachers in the Latin School, and in the Female Seminary, at Andover, and several of the earnest friends of popular education in Boston and other places. The result was, the formation of the AMERICAN SCHOOL AGENTS' SOCIETY.

This, it will be seen, throws considerable light upon the agency of the subject of this notice, in planting those seeds which have germinated, and are now producing such rich fruits in Massachusetts. At this time, none of those noble agencies were organized by the Commonwealth, which have since gladdened the friends of popular education. The spirit of improvement, though already extensively awakened, and full of hope and promise, had not yet embodied itself in the form of law.

In the formation of the American Institute, in 1829, Mr. Hall had co-operated, and was to have given one of the lectures at the first meeting, in August, 1830, but was providentially prevented from at-



tending. At the second meeting, August, 1833, he read a lecture on the "Necessity of Educating Teachers;" and, at another, one on "School Government."

His position involved a large amount of miscellaneous labor. As the head of a seminary, he received numerous applications for teachers. Many teachers also, not connected with the seminary, applied to him to obtain schools. These applications imposed upon him a very extensive correspondence, which, to one already overburdened with labor, was so onerous that his health soon became seriously impaired, for it obliged him to use, in work, time needed for sleep and exercise. It was no uncommon thing for him to be occupied in school, and at his desk, from sixteen to eighteen hours of the day. He was obliged to employ many assistant teachers from time to time, and superintending their labors was not a light task, while the government and direction of studies of the entire school devolved wholly on him. For a limited period, Mr. John Q. A. Codgell was with him, as associate principal. But this arrangement was not entered into with a view of permanency, and was continued only a few terms.

Several books, published during this period, added considerably to Mr. Hall's labors. He wrote and published the "*Child's Geography*," to illustrate what he regarded an error in the mode of teaching that branch; reversing the order that had been invariably pursued, and beginning with a description and map of a town, and ending with a map and description of the world. The sale was large, and continued long after other works of a similar kind were in the market. The "*Grammatical Assistant*," the "*School Arithmetic*," "*Lectures on Parental Responsibility and Religious Training*," "*A School History of the United States*," jointly prepared by him and Rev. A. R. Baker, "*Lectures to Female Teachers*," "*Teacher's Gift*," and "*What every boy can do*," were successively published, in addition to many anonymous articles in the "*Annals of Education*" and other periodicals. Several of these works were written, and all of them published, between the years 1830 and 1838. Of most of them, several editions were called for. By the misfortune in business of some of the publishers, while the works were in press, the success of two or three was less than it would otherwise have been, although the author never made any efforts to secure the success of his books after committing them to the press. Some were less carefully prepared than others. But those which cost him most labor were the most successful. This was true especially of the "*History of the United States*," the body of which was entirely his work, and which he regarded as the best he ever wrote. The publisher failed in busi-

ness while it was in press, and nothing was done to introduce it to the notice of teachers.

In the midst of these labors, at the commencement of the summer term, 1834, Mr. Hall was arrested by a very serious attack of pneumonia; and, although he partially recovered after a few weeks, he was obliged, in consequence, to withdraw from active efforts on behalf of several objects, and especially the School Agent' Society. He was not himself able to attend the annual meeting of that year, and was pained to know that most of those on whom most reliance was placed to carry out its plans, were also in feeble health, or had left New England. Not entirely recovering from the attack of pneumonia, the harsh coast climate affected him unfavorably. He was, therefore, inclined to accept the appointment, received at this time, of president of the new collegiate institution at Oberlin, Ohio; but yielded to the remonstrances of the Andover professors and others, against undertaking, in his state of health, so laborious an enterprise.

During the years 1834-36 also, Mr. Hall was subjected to very heavy domestic bereavements, in the death of more than half of his family; three children and his wife. Under these accumulated trials, his health declined so much that he felt constrained to tender his resignation to the trustees, and seek a residence in the interior, removed from the influence of its damp and chilly winds. When this became known, he received numerous invitations to occupy other fields, some from the south, and some from the west; but he thought a northern location promised more for his restoration to health. The trustees of Holmes Plymouth Academy, located near the geographical center of New Hampshire, had projected a theological department in the seminary under their care, and erected spacious buildings. Mr. Hall was chosen its principal, in January, 1837. But, before the plan was fully matured, a similar institution was established at Gilmanton, in the same state. When this fact was made known, Mr. Hall strongly advised the trustees to make the institution at Plymouth a Teachers' Seminary, for both males and females, and to modify their decision with regard to a theological department. On this ground alone was he willing, under all the circumstances, to accept the office. The trustees acquiesced. Their efforts had been commenced with confident expectation of receiving a donation of fifteen thousand dollars from a former citizen of Plymouth, who had emigrated to Alabama. This, with funds already possessed, encouraged the hope that a *Teachers' Seminary of high order*, could be founded and sustained. In this hope, Mr. Hall assumed the charge of the institution, in June, 1837. A plan of study for both a male

and female normal department, and for a classical and general course, was drawn up, and regular classes were formed at the opening of the school.\*

At Mr. Hall's suggestion, Rev. T. D. P. Stone was elected associate principal, and filled that office from the autumn of 1837, but resigned the next year, to take charge of the Abbott Female Academy, at Andover, Mass. The number of pupils at Plymouth, the first year, was two hundred, and during the second, two hundred and forty-eight. The seminary was pre-eminently successful. But, after nearly three years, the expectation of the ample funds that had been relied on failed. Reverses in business on the part of others, also, made it evident that the trustees must fail of ability to sustain the school, with an efficient board of teachers; and the principal resigned his office. His health had been materially benefitted by change of residence, and but for the pecuniary embarrassments of the Board, he would have continued to consecrate his powers to the education of teachers, and the advancement of popular education. He had, however, devoted seventeen years to the work of "teaching teachers;" had originated many improvements in the mode of conducting schools,—had seen a new era commence in the educational advancement of the country, and was permitted to rejoice in the success of many teachers who had been trained under his guidance. He felt that his personal efforts were no longer essential in that field of labor. Seminaries were established, and other arrangements made in many places, for educating teachers, and would, he believed, soon become accessible to a large

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\*The design of the seminary and course of study, stated in the catalogue for 1838, were as follows:—"This seminary has been founded with the hope of improving popular education, by elevating the character of teachers. The trustees have three prominent objects in view: 1. To educate Teachers for common and other schools; 2. To fit students for college; 3. To furnish the means for a thorough English education. The original design of making THEOLOGY prominent has, on account of circumstances, been modified. The school embraces a department for males, and one for females. The academic year is at present divided into four terms, of eleven weeks each. The course of study in the Teachers' Department requires four years in the Male Department, and three in the Female Department; with the exception of one term each year, during which the members may be absent to teach school. Studies are pursued according to the following schedules:—

#### TEACHERS' COURSE OF STUDY IN THE MALE DEPARTMENT.

##### PREPARATORY YEAR.

*Fall Term.*—English Grammar and Intellectual Arithmetic.

*Winter Term.*—History United States; Watts on the Mind; Geography, commenced.

*Spring Term.*—English Grammar and Arithmetic, completed; Geography, (U. S.)

*Summer Term.*—History of England; Watts on the Mind, reviewed; Geography, completed; Exercises weekly in Singing.

##### JUNIOR YEAR.

*Fall Term.*—Arithmetic and Grammar, reviewed; Construction of Maps; Physiology, (with lectures.)

*Spring Term.*—Natural Philosophy, (with lectures;) Rhetoric; Botany, (with lectures.)

*Summer Term.*—Book-keeping, (by double entry;) Logic.

number of those who designed to enter that responsible vocation. Much as he had always "loved teaching," he loved the work of the ministry more, and consented again to be a candidate for the pastoral office. Of several invitations immediately received, he chose, for various reasons, to accept a call from the church and congregation at Craftsbury, Vermont. This town, in Orleans County, beautifully situated in the Y of the Green Mountains, is remarkably healthy, and contained a very intelligent society. The "Craftsbury Academy" in the town had long been a flourishing school. With a call from the church, he received, also, an appointment as principal of the academy, but with the expectation, on the part of the trustees, that he would employ assistant instructors to do most of the routine school work. By this arrangement, he hoped still to advance the interests of education, while, at the same time, his principal energies would be consecrated to the work of the ministry.

Mr. Hall accordingly removed to Craftsbury, in May, 1840, and,—true, still, to his early convictions and impulses,—at once organized a Teachers' Department in the Academy, in addition to a Classical and General Department. It was thought advisable that the course of study in the Teachers' Department should, at first, occupy but three years, the county being comparatively new, and the means for obtaining an education more limited than in older portions of the country. The school was more numerously attended than he had expected, from its retired location. A respectable number entered the department for teachers.

During the following years, a great increase of religious interest in Mr. Hall's parish made it impracticable for him to devote so much of his time to the school, and, in 1846, he resigned the care of it wholly;—except giving lectures to the students on the Art of Teaching, and on other subjects.

From that date to the present time, Mr. Hall has had little *direct* connection with the educational interests of the state, except to discharge the duties of county superintendent of common schools, and to co-operate with a county association of teachers, and a county natural and civil historical society. Of the latter he is now president. While the office of state superintendent of schools was continued, he was associated with that officer in conducting teachers' institutes, in several counties.

He retained his connection with the church at Craftsbury until 1854, when, in consequence of impaired health, he solicited a release; and during the following year was installed at Brownington, in the same county, a parish of less extent, where he is now discharging the duties of a New England pastor.

It may readily be inferred, from the preceding sketch, that Mr. Hall's studies, self-prompted and self-guided as he was in early life, and in working his way to his best conclusions, have been industriously pushed in more than one direction. His love of geology and natural history and his familiarity with those subjects, especially as the actual facts had come under his observation, led to his employment in the geological survey of Vermont for several seasons, and he is understood to be under a similar engagement for another year, as an assistant of Dr. Hitchcock. During the last four or five years, he has devoted his spare time to inquiries and collections for a work on the early history of Northern Vermont and the natural history of Orleans County, which is nearly ready for publication under the auspices of the "Natural and Civil Historical Society," of which he is president.

As a tribute to Mr. Hall's attainments and services, the trustees of Dartmouth College, some years ago, conferred on him the honorary degree of Master of Arts.