

CLASSICS:- LATIN & GREEK.

(Only the LATIN is outlined here)

1. Eton Latin Accidence.
2. Valpy's Delectus
3. Alex. Stewart's Cornelius Nepos.
4. Dymock's Caesar.
5. Electa ex Ovidio et Tibullo: (Etonae)
6. Dymock's Sallust.
7. Valpy's Virgil: (Londini)
8. Scriptores Romani: (Eton)
9. Dr. John Hunter's Horace.
10. Cicero de Officiis: (Londini)
11. Dymock's Livy, Books 1 to 5.
12. Hunter's Livy, Books 21 to 25.
13. Riddle's Latin-English Dictionary.
14. Ellis's Latin-English Exercises.
15. Tumpt's Latin Grammar, abridged by Kentick.
16. Kenrick's Exercises in Latin Syntax.
17. Lempriere's Classical Dictionary, by Anthon.
18. Valpy's Gradus ad Parnassum.

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GERMAN

1. Weber's Dictionary.
2. Tiark's Grammar.
3. De Porquet's Tresor.
4. Campe's Robinson the Younger.
5. Schiller, Goethe, & Schlegel.

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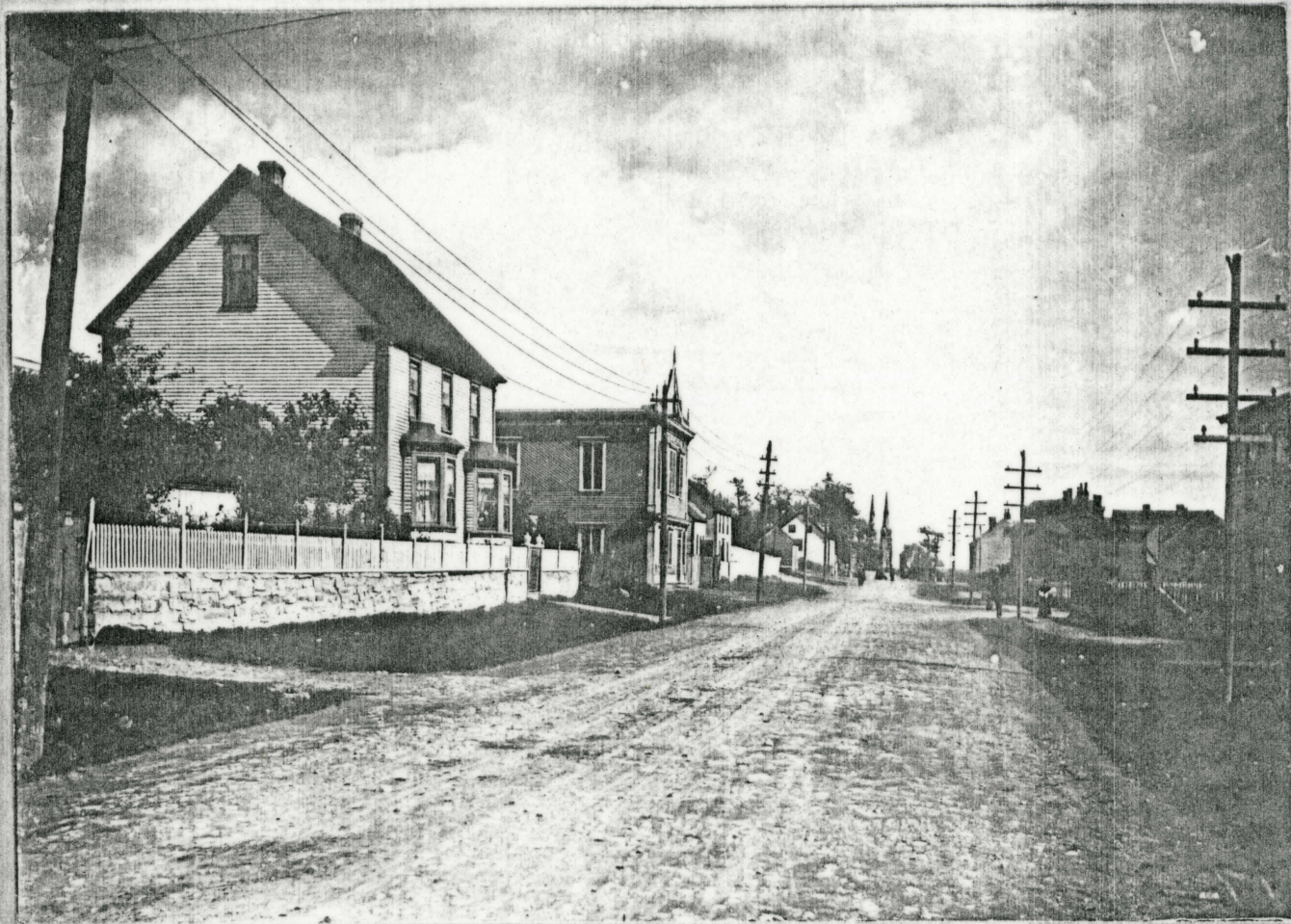
FRENCH

1. Hallard's Grammar.
2. French Accidence.
3. Chambard's Fables, by Wells.
4. Surenné's French Grammar.
5. Buquet's Course of French Literature.
6. Telemaque of Fenelon.
7. Voyages of Cyrus.
8. O'Sullivan's Dictionary.

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SPANISH

1. Fernandez's Grammar.
2. Ditto Exercises
3. Rasselas por F. Fernandez.
4. Don Quixote and Gil Blas.
5. Newman & Beretti's Dictionary.





An Editorial

This editorial appeared in the WEEKLY HERALD, in its issue of December 22, 1847, relative to the Harbor Grace Grammar School.

A Public Examination of the students belonging to this increasingly useful and highly respectable Seminary, took place on Friday and Saturday last (December 17 & 18). By 10 o'clock on the former-named day, a number of the principal inhabitants of Harbor Grace had assembled in the spacious school-room, which occupies nearly the entire front of the building. The air of the apartment was most agreeably attempered by means of a large stove and two or three very ingeniously contrived ventilators, by the opening or shutting of which, a thermometer hanging hard by, could be depressed or elevated at pleasure. A number of admirably executed maps appended to the walls, with a splendid pair of globes and other philosophical apparatus, tastefully arranged, conferred a truly classical aspect upon the whole exhibition.

On entering the school we recognized the following gentlemen, viz, William Stirling, John Munn, J.L. Prendergast, and Alfred Mayne, Esqrs., Directors of the Establishment; William Dow, Esq., M.D., Robert J. Pinsent and J. Stark, Esquires; the Rev. Messrs Chapman, Cummins, and Faulkner; Messrs. Drysdale, Nuttall, T. Greene, Kelley, Dunford, Fitzgerald, Devereaux, etc., all of whom appeared to be taking a deep interest in the proceedings. It was difficult to say which elicited the more applause - the unwearied activity and energy of the Principal, or the animation, readiness, tact, and uncommon precocity evinced by the boys. To a person who has had no opportunity of witnessing the mode of teaching adopted - we had almost said invented - by Mr. Roddick, it is impossible to convey any adequate idea of the degree of excitement produced by an examination of the Classes in this admirable school.

Perhaps one of the best descriptions we can lay before the reader for this purpose, is that from the pen of Mr. H^orace Mann, Secretary of the Board of Education in Massachusetts, United States, who made an educational tour of Europe some two or three years ago, who in the course of his periginations visited some of the Scottish Schools which are conducted on precisely similar principles. From this we avail ourselves of the following extract:-

"I entirely despair of exciting in any other person, by a description, the vivid impression of mental activity, which the daily operations of these schools produced in my own mind. Actual observation alone can give anything approaching to the true idea.. I do not exaggerate when I say that the most

active and lively schools I have ever seen in the United States, must be regarded almost as dormitories, if compared with the fervid life of the Scottish schools; and, by the side of theirs, our pupils would seem to be hybernating animals, just emerging from their torpid state, and as yet but half conscious of the possession of life and faculties. It is certainly within bounds to say that there were six times as many questions put and answers given, in the same space of time, as I ever heard put and given in any school in our own country.

"I have said that questions were put by the teacher with a rapidity almost incredible. When once put, however, if not answered, they are rarely stated again in words. If the first pupil cannot answer, the teacher seldom stops to say "Next", but, - every pupil having his eye on the teacher, and being alive in every sense and faculty, and the teacher walking up and down before the class, and gesticulating vehemently, - with his arms extended, and accompanying each motion with his eye, he points to the next and the next, until perhaps, if the question is difficult, he may have indicated each one in a section, but obtained answer from none; then he throws his arm and eye around towards one side of the room, inviting a reply from any one, and, if still unsuccessful, he sweeps them across the other side - and all this will take but half a minute. Words being too slow and cumberson, the language of signs prevails; and the parties being all eye and ear, the interchange of ideas has an electric rapidity. While the teacher turns his face and points his finger towards a dozen pupils consecutively, inviting a reply, perhaps a dozen arms will be extended towards him from other sections or divisions of the class, giving notice that they are ready to respond; and in this way a question will be put to a class of fifty or sixty, or eighty pupils, in half a minute of time.

"Nor is this all. The teacher does not stand immovably fixed to one spot, (I never saw a teacher in Scotland sitting in a school-room), nor are the bodies of the pupils mere blocks, resting motionless in their seats, or lolling from side to side, as though life were deserting them. The custom is for each pupil to rise when giving an answer. This is ordinarily done so quickly that the body of the pupil darting from the sitting into the standing posture, and the falling back into the first position, seems more like some instrument sent suddenly forwards by a mechanical force, and then rapidly withdrawn, than like

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the rising and sitting of a person in the ordinary way. But it is obvious that the scene becomes full of animation, when, leave being given to a whole division of a class to answer, a dozen or twenty at once spring to their feet, and ejaculate to the top of their voices. The moment it is seen that the question has been rightly answered, and this is instantaneously shown by the manner of the teacher, all fall back, and another question is put. If this is not answered, almost before an attentive spectator can understand it, the teacher extends his arm and flashes his eye to the next, and so on, and when a rapid signal is given to another side of the room, a dozen pupils leap to the floor and vociferate a reply.

"Nor can the faintest picture of these exciting scenes be given, without introducing something of the technical phraseology used in the school.

"If a pupil is not prompt at the moment, and if the teacher means to insist upon an answer from him, (for it will not do to pass by a scholar always, however dull) he exclaims in no very moderate or gentle voice, "Come away", or "Come away now;" and if the first does not answer and the next does, he directs the latter to pass above the former by the conventional phrase, "Take him down". If a whole section stands at fault, for a moment, and then one leaps up and shouts out the reply, the teacher exclaims "Dux boy", which means that the one who answered shall take the head of the class.

"Suppose the teacher to be hearing his class in a reading lesson, and that the word "impediment" occurs, something very like the following scene may take place.

"Teacher. "Impediment", from what Latin words?

Pupil. In and pes.

T. What does it mean?

P. To oppose something against the feet, - to keep them back.

T. How is the word "pes" used in statuary?

P. In pedestal, - the block on which a statue is raised.

T. In architecture?

P. Pediment.

T. In music?

P. Pedal, a part of an organ moved by the feet.

T. In botany?

P. Pedicle, or footstalk of a flower.

T. Give me a verb.

P. Impede.

T. A noun.

P. Impediment.

T. An adjective, which imports despatch in the absence of obstacles.

P. Expeditious.

T. An adjective, meaning desirable or conducive.

P. (Hesitates) T. Come away. (To the next.) Come away.

(He now points to half a dozen in succession, giving to each not more than a twinkling of time.)

Ninth Pupil. Expedient.

T. Take 'em down. (This pupil then goes above eight.)

All this does not occupy half the time in the class that it takes to read an account of it.

"In a school where a recitation in Latin was going on, I witnessed a scene of this kind; - the room unlike the rooms where the children of the common people are taught, was large. Seventy or eighty boys sat on deskless, backless benches, arranged on three sides of a square or parallelogram. A boy is now called upon to recite, - to parse a Latin noun, for instance. But he does not respond quite as quickly as the report of a gun follows the flash. The teacher cries out, "Come away". The boy errs, giving perhaps a wrong gender or saying that it is derived from a Greek verb, when, in fact, it is derived from a Greek noun of the same family. Twenty boys leap forward into the arena, - as though the house were on fire, or a mine or an ambush had been sprung upon them, - and shout out the true answer in a voice that could be heard forty rods. And so the recitation proceeds for an hour.

"To an unaccustomed spectator, on entering one of these rooms, all seems uproar, turbulence, and the contention of angry voices, - the teacher traversing the space before his class, in a state of high excitement, the pupils springing from their seats, darting to the middle of the floor, and sometimes, with extended arms, forming a circle around him, two, three, or four deep, - every finger quivering from the intensity of their motions, - until some more sagacious mind, outstripping its rivals, solves the difficulty, - when all are in their seats again, as though by magic, and ready for another encounter of wits.

"I have seen a school kept for two hours in succession in this state of intense mental activity, with nothing more than an alternation of subjects during the time, or perhaps the relaxation of singing. At the end of the recitation, both teacher and pupils would glow with heat, and be covered with perspiration, as though they had been contending in the race or the ring. It would be utterly impossible for the children to bear such fiery excitement, if

the physical exercise were not as violent as the mental is intense. But children who actually leap into the air from the energy of their impulses, and repeat this as often as once in two minutes, on an average, will not suffer from suppressed activity of the muscular system.

"The mental labour performed in a given period, in these schools, by children under the age of twelve or fourteen years, is certainly many times greater than I have ever seen in any schools of our own, composed of children as young. With us, the lower classes do not ordinarily work more than half the time while they are in the school-room. Even many members of the reciting classes are drowsy, and listless, and evidently following some train of thought - if they are thinking at all - whose scene lies beyond the walls of the school-house, rather than applying their minds to the subject matter of the lesson, or listening to those who are reciting, or feigning to recite it. But in the mode above described, there is no sleepiness, no drowsing, no inattention. The moment an eye wanders, or a countenance becomes listless, it is roused by a special appeal; and the contagion of the excitement is so great as to operate upon every mind and frame that is not an absolute non-conductor of life."

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GRAMMAR SCHOOL EXAMINATIONS

December 1847

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The examinations on Friday included Orthography and Syntax, Arithmetic, Mathematics and Classics.

On Saturday, Etymology and Composition, Geography, Physical Science, and History, for each of which departments, separate hours were assigned. The following are the names of the Students who passed under review:-

Department I - Classics, &c.

- Division 1 - J. Drysdale, F. Brace, R. Pinsent, J. Stark.
Division 2 - E. Mayne, R. Brace, H. Fitzgerald, C. Marten,
A. Fraser, W. Fraser.

Department II - Mathematics, &c.

- Division 1 - A. Drysdale, D. Keefe, C. Rorke, G. Pitt,
R. Prendergast, W. Keefe, W. Fitzgerald,
S. Mayne.
Division 2 - J. Leamon, M. Dooling, P. Farrell, C. Stirling

Department III - Arithmetic, &c.

- Division 1 - C. Pike, P. Dooling, E. Rorke, W. Hanmer,
J. Stevenson, E. Phelan.
Division 2 - G. Brace, C. Pack, T. Scanlan, T. Pinsent,
G. Thomson, A. Hogsett, H. Marten, F. Brien,
R. Brown, R. Keefe, R. Stirling, C. Pinsent,
W. Stark, H. Dow, W. Molloy, G. Godden,
M. Phelan, and T. Keefe.

The whole concluded with an impressive address from the Master who, in forcible yet affectionate terms, enjoined upon the various classes the duties they owed to themselves, their parents, and Society at large, during the ensuing vacation, which, in conformity to the rules of the Institution, was to commence from that hour, whereupon the assembly broke up.

--THE WEEKLY HERALD,

Wednesday, December 22, 1847.

The Presentation Sisters.

In the year 1851 the Presentation Sisters opened a Foundation at Harbor Grace. The Vicar General, Very Rev. Charles Dalton, P.P. of the town, had purchased in 1839 a house and land from Dr. Stirling. Twelve years later - 1851- Bishop Mullock on June 30 appointed three Sisters to the new Foundation, namely Sister Mary Xaveria Lynch who had come to St. John's from the Convent in Galway in 1833; Sister Mary de Sales Lgvelock, Mistress of Novices, and Sister Mary Josephine French, with Mary Flynn, a girl of 19 years. The Sisters arrived at Harbor Grace with Bishop Mullock and the Principal of the St. John's Convent, on the evening of July 1, by boat from Portugal Cove. Present to greet them were Very Rev. Charles Dalton, his nephew, Rev. John Dalton of Carbonear, Father E. Condon, the Curate at Hr. Grace, and the Irish Society. The Bishop appointed Sister Mary Xaveria as Superior, and on the following Monday, July 7, school began with girls of ages even beyond 21. Sunday School was also begun, such being attended even by mistresses and servants, as well as children. The number in attendance sometimes exceeded 100. The three R's were also taught to those unable to attend school on week days.

Other Schools

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Besides the schools already mentioned, the 19th century witnessed others in operation in this area. In the year 1869-1870, there was a school at Bear's Cove with an enrollment of 68 pupils, the teacher being Sarah A. Comer, who received a yearly salary of 36 pounds, plus 4 pounds collected as school fees. That same year there was a school at the North Side of Harbor Grace with an enrollment of 115 pupils, but with only one teacher - Eli Martin, whose salary was 50 pounds, plus 4 pounds, 10 shillings in fees collected. There was also a school in the West End of the town, with 89 pupils registered, the teacher being Fanny Stowe, whose salary was 36 pounds annually, plus fees of 3³/₄ pounds. At Riverhead there were two schools, one with 30 girls, in charge of a Miss Kelly at a salary of 12 pounds, and 5 shillings as fees; the other with 53 girls and 8 boys, in charge of a Mrs. Stapleton whose annual pay was also 12 pounds, plus the 17 shillings as fees.