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ROYAL ACADIAN SCHOOL.

Session 1840-41.

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ALEX. S. REID, A. M. SUPERINTENDENT.

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ROYAL ACADIAN SCHOOL.

*Session 1840--41.*

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SYLLABUS

OF THE

English and Commercial Department.



ALEX. S. REID, A. M. SUPERINTENDENT.

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## ARRANGEMENT OF CLASSES.

### JUNIOR DIVISION.

#### CLASS I.

GENERAL BIBLE TRAINING, including a very simple Scriptural Lesson.—Theory and practice, going hand in hand in the School-room and Play Ground.

#### CLASS II.

ALPHABET.—Short words with meanings. Very simple lessons for the development of the perceptive powers, illustrated by drawings and sensible objects.

CLASS BOOK.—Chambers' First Book.

#### CLASS III.

ELEMENTARY READING LESSONS.—Easy stories and anecdotes, with picture illustrations. Continuation of training the pupils to observe the various qualities of objects.

CLASS BOOK.—Chambers' Second Book.

#### CLASS IV.

ELEMENTARY READING.—Systematic Lessons on size, number, form, colour, &c. of objects. Hints on the simple parts of Natural History.

CLASS BOOK.—Chambers' Third Book.

SENIOR DIVISION.

CLASS I.

GENERAL BIBLE TRAINING, including Sacred Geography, History, Biography, &c. ELEMENTARY SCIENCE, illustrated by objects and experiments. READING, spelling, meaning, and derivation of words. GEOGRAPHY, ELEMENTS OF GRAMMAR and COMPOSITION.

CLASS BOOKS.—BIBLE, Introduction to the Sciences, McCulloch's Grammar.

CLASS II.

HISTORY OF ENGLAND, SCOTLAND, AND IRELAND—with especial reference to the progress of civilization—Illustration by maps, plans, drawings of costumes, &c. GEOGRAPHY, SYSTEMATIC STUDY OF GRAMMAR, Systematic Study of COMPOSITION by progressive exercises.

*Weekly Essays on Historical Subjects will be prescribed in this class.*

CLASS BOOKS.—Chambers' History of the British Empire, and its resources, McCulloch's Grammar, Stewart's Geography.

The pupils in the Junior and Senior Divisions receive the same Bible training. In the Junior Classes the Teacher's chief aim is to "fill the young mind with the clear outlines, the bolder pictures which are contained in the Bible, and which, like so many posts of observation or land marks, discover and unite Scripture Narrative, precept and example together, in a pleasing and profitable manner." In pursuing the same training in the Senior Classes, we enter more into detail, filling up the outlines, and thus complete the picture.

The lessons on objects, natural history, and general science, are secular lessons, and are delivered to the pupils when seated in the Gallery.

DAILY EMPLOYMENT FOR SESSION 1840-1.

NOTE.—Writing and Arithmetic have been accidentally omitted in the following Table. They form a prominent part of the business of each day.

DAILY EMPLOYMENT FOR SESSION 1840—1.

CLASS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.
JUNIOR DIVISION.	i. Bible training in Gal- lery.	Bible training in Gal- lery.	Bible training in Gal- lery.	Bible training in Gal- lery.
	ii. Alphabet, &c., Natural at History.	Alphabet, &c.—Natural History.	Alphabet, &c.—Natural History.	Alphabet, &c.—Ob- jects.
	iii. Elementary Reading, Spelling, and mean- ings—Natural His- tory.	Reading, &c.—objects.	Reading, &c.—Natural History.	Reading, &c.—Objects.
	iv. Elementary Reading, &c.—Sacred Geo- graphy.	Reading, &c.—Lesson on Plants and Flow- ers.	Reading, &c.—Natural History.	Reading, &c.—Plants and Flowers.
SENIOR DIVISION.	i. Bible training in Gal- lery—reading, spell- ing, and meaning— Natural History.	Bible training in Gal- lery—reading, &c.— Mechanics and Arts of life.	Bible training in Gal- lery—Reading, &c. Geography.	Bible training, read- ing, &c.—Natural History.
	ii. Familiar Lecture illus- trative of history, to be reported by the pupils—Natural His- tory.	Reading and examina- tion—Mechanics and Arts of life.	Examination on Bio- graphy, manners and customs, &c.—Geo- graphy.	Reading and examina- tion—Natural His- tory.
GR. CLASS.	i. Examination on Gram- mar.	Grammar with written exercises.	Grammar and parsing.	Grammar with oral ex- ercises.
	ii. Grammar and deriva- tion of words.	Grammatical exercises in composition.	Examination on the higher parts of Gram- mar.	Grammatical exercises in composition.

CLASS BOOKS.--BIBLE, Introduction to the Sciences, McCulloch's Grammar.

CLASS II.

HISTORY OF ENGLAND, SCOTLAND, AND IRELAND--with especial reference to the progress of civilization--Illustration by maps, plans, drawings of costumes, &c. GEOGRAPHY, SYSTEMATIC STUDY OF GRAMMAR, Systematic Study of COMPOSITION by progressive exercises.

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The lessons on objects, natural history, and general science, are secular lessons, and are delivered to the pupils when seated in the Gallery.

DAILY EMPLOYMENT FOR SESSION 1940-1.

CLASS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
JUNIOR DIVISION.	I. Bible training in Gal- lery.	Bible training in Gal- lery.	Bible training in Gal- lery.	Bible training in Gal- lery.	Bible training in Gal- lery.
	II. Alphabet, &c., Natur- al History.	Alphabet, &c.—objects.	Alphabet, &c.—Natur- al History.	Alphabet, &c.—Ob- jects.	Alphabet, &c.—Natur- al History.
	III. Elementary Reading, Spelling, and mean- ings—Natural His- tory.	Reading, &c.—objects.	Reading, &c.—Natural History.	Reading, &c.—Objects.	Reading, &c.—Natur- al History.
	IV. Elementary Reading, &c.—Sacred Geo- graphy.	Reading, &c.—Lesson on Plants and Flow- ers.	Reading, &c.—Natural History.	Reading, &c.—Plans and Flowers.	Reading, &c.—Natur- al History.
SENIOR DIVISION.	I. Bible training in Gal- lery—reading, spell- ing, and meaning— Natural History.	Bible training in Gal- lery—reading, &c.— Mechanics and Arts of life.	Bible training in Gal- lery—reading, &c. Geography.	Bible training, read- ing, &c.—Natural History.	Bible training in Gal- lery—Reading, &c.— General Science :— such as Galvanism, Electricity, Optics.
	II. Familiar Lecture illus- trative of history, to be reported by the pupils—Natural His- tory.	Reading and examina- tion—Mechanics and Arts of life.	Examination on Bio- graphy, manners and customs, &c.—Geo- graphy.	Reading and examina- tion—Natural His- tory.	Pupils read Report of Lecture, General Sci- ence, &c.
GR. CLASS.	I. Examination on Gram- mar.	Grammar with written exercises.	Grammar and parsing.	Grammar with oral ex- ercises.	Examination on Gram- mar.
	II. Grammar and deriva- tion of words.	Grammatical exercises in composition.	Examination on the higher parts of Gram- mar.	Grammatical exercises in composition.	Grammar and parsing.



OBSERVATIONS ILLUSTRATIVE OF THE TRAINING SYSTEM PURSUED IN THE ROYAL ACADIAN SCHOOL—NOW CONSTITUTED A NORMAL SEMINARY.

The plans pursued in this Institution are founded on the belief, that the education of youth should be conducted upon a system suited to the nature of man, as a religious, moral, physical, and intellectual being ; and should, consequently, be much more comprehensive than what is generally regarded as an ample course of Elementary Instruction. To this end it is obvious, that the judicious Teacher should devote a due share of his attention to the cultivation of the higher sentiments, and the improvement of the bodily health of all his pupils, instead of limiting his efforts, as is too frequently the case, to the occasional production of a few merely *intellectual* displays.

The MORAL and RELIGIOUS Education is regulated by such a practical application of Christianity as tends to the salutary exercise of the more exalted feelings, and the just subordination of the inferior propensities. Punishment is thus seldom required, and, when employed, is made to follow naturally in the line of offence. *Corporal chastisement* is entirely superseded by *moral training*.

*Physical* improvement is promoted by intervals of cheerful exercise in the open air, and by a lofty and well ventilated School-room. The seats, too, are so constructed as to afford that perfect support to the back which is so essential to symmetry and health. The Teacher accompanies the pupils to the ground, and encourages them in duly regulated exercises. Occasional *excursions* on Saturdays are not altogether unimportant, whether physically, morally, or intellectually considered.

The INTELLECTUAL progress of the Scholars is not made to depend upon the mere exertion of *memory for unexplained words*.—

While language, *as a means*, receives more than common attention, *the knowledge of things* is agreeably communicated, by gratifying that ardent desire for information, which the exhibition of objects rarely fails to excite in the enquiring mind of youth. Peculiar aid is enjoyed in the prosecution of this pleasing and profitable mode of instruction, by the possession of a small but daily increasing COLLECTION OF OBJECTS. In addition to the exercise of the faculties for observation, the most strenuous exertions are made to give that wholesome employment to the reasoning powers, which, in reality, constitutes the great end of a rational system of intellectual training.

#### MODE OF TEACHING.

The following outline may be useful in aiding Parents to form some idea of the plans pursued—though the only effectual way is to spend some time in the School-room, to which all are respectfully invited. Parents and others are particularly cautioned against forming an opinion of an extensive system from an *hour's* visit :

RELIGIOUS INSTRUCTION—is communicated in a practical rather than a speculative form. The Bible is used, not as a common School book for reading and spelling, but as a religious guide. The moral lessons, illustrated by parallel passages, scriptural biography, and historical anecdotes, are applied to the regulation of the pupils' conduct in School and at home.

READING.—The first steps consist of the usual exercises in the vowel and consonant sounds; with one important difference, that no *word* is taught unaccompanied by the *idea*. To effect this, elementary books have been introduced, containing only such words and sentences as can be made perfectly intelligible to the pupils, by means of objects, sketches on the black-board, anecdotes, and

other amusing and enlivening expedients. The sense being thus communicated, children can acquire the art of reading, not only in half the usual time, but entirely free of that monotonous song which results from rhyming over what is not understood. Besides, by this mode, study is made a delightful employment, instead of a repulsive task—an object of no small moment, when we reflect on the duration and influence of impressions received in early youth.

**SPELLING**—is taught by a prescribed lesson being committed to memory from the Class Book. It is also taught in the Junior Classes by the Black Board, and in the Senior by Dictation. No Spelling Books are used—the advantage gained not being in proportion to the time consumed.

**GRAMMAR**.—The elements are given incidentally in the course of the reading lessons, so that the technical terms are communicated in a familiar manner, and by almost imperceptible degrees. The pupils' next step is to *apply* their knowledge in parsing, correction of errors, &c. They are subsequently introduced to the systematic study of the subject, *not as a collection of rules to be learned by rote*, but as a series of principles to be practically useful in guiding them to accuracy in speech and writing. Lastly, they are introduced to general views of the science, with especial reference to philological investigations, so as to complete their studies in the philosophy of Grammar.

**MEANING OF WORDS, PHRASES, AND SENTENCES**.—Some believe that proficiency in this essential part of an English Education has been completely attained, when boys or girls can readily translate one word into another; and, to ensure this matter, they insist on the acquisition of an ample stock of definitions from a dictionary or vocabulary. Now, it is well known that the explanation in a dictionary is often more unintelligible

than the term required to be interpreted ; and hence the pupils, *though no wiser than before*, may repeat an equivalent word, and so delude the Teacher and deceive themselves. The insufficiency of the above mode being apparent, the Pestalozzian plan of education has been introduced. Names of *things* are explained by exhibiting the things themselves, and by experiments, pictures, and off-hand sketches on the black-board—names of *qualities*, by eliciting from the pupils instances of things possessing the quality—names of *actions*, by representing the action, or by quoting some interesting sentence or anecdote in which the term occurs. But this is not all. The pupils may understand *a word* and yet not see the *force of a phrase*, or comprehend the *scope of a sentence*.—Every effort, therefore, is made to ascertain, by close examination, direct and elliptical, that the pupils thoroughly realize the exact acceptation of terms, the true value of idiomatic expressions, and the general tone of thought and sentiment pervading the passages under perusal.

DERIVATION OF WORDS.—The Junior and Senior classes are duly exercised in English Etymology, as based upon the Latin, Greek, and Saxon Languages. Still derivation is not so absorbing a study ; as it is quite possible that pupils may readily tell the etymological composition and literal sense of a word, and yet be so ignorant of its accepted signification, as to be incapable of using it themselves, or understanding it clearly when employed by others. *Object teaching* is therefore the chief reliance.

ELEMENTARY SCIENCE, INCLUDING NATURAL HISTORY, &c.—In trying to lay the foundation of a taste for General Knowledge, there is no attempt to make children premature philosophers, that they may prate learnedly about technicalities far above their grasp—on the contrary, pedantic jargon is sedulously *discouraged*. The Teacher's aim is to submit in plain

language, with abundant illustration, such facts and principles concerning the more simple phenomena of nature, as will awaken curiosity, discipline the perceptive and reflective faculties, and sow the seeds of desire for scientific pursuits, that will blossom beautifully, and bear abundantly in after life.

**COMPOSITION**—is understood to mean *putting together* words in speech or writing, so as to serve for conveying our ideas. In this sense, the mere child, when learning to speak, is in reality composing, and doing so, too, without the aid of Grammar. If then children can compose *spoken* sentences without a previous knowledge of rules, why not *written* ones? Experience proves that, whenever children can use their pen, they are quite as well prepared to put down their ideas on paper as to express them orally. There is, therefore, no necessity for forcing pupils through Grammar, in order to make them composers, since it is clear that the legitimate sphere of Grammar is not the *suggestion of ideas*, but the *correction of their expression*. The first lessons, then, are extremely simple, the pupils being taught to use the very words in writing that they would have employed in speaking. Having thus encouraged them to write with *freedom*, the next step is *correctness*, and the last *elegance*.

**HISTORY AND BIOGRAPHY**.—These important branches are not attempted to be taught by the recollection of dry lists of dates and names. On the contrary, though chronological details are by no means neglected, yet facts are chiefly valued as affording materials for thinking, so that the study becomes "Philosophy teaching by examples." History is rendered interesting and instructive, by the attention being directed to the manners, customs, institutions, dress, accommodations, and commerce of ancient and modern times, more than to the painful details of wars, revolutions, and intrigues. But above all, the pupils are trained

to meditate upon historical knowledge. They are taught to consider it as displaying a picture of human life in all ages and nations, tending to eradicate prejudice—refine the moral sense—and improve the whole tone of the mind, by exhibiting the beauties of virtue and the deformities of vice.

**GEOGRAPHY**—is taught in the Junior Classes by going over the particular towns mentioned on the map, associating with them some historical event,—while in the Senior Classes the lessons are prepared by the pupils *at home*—a portion of a map, with a corresponding section from Stewart's Geography, forming the ground work of each lesson. In addition to this, a variety of information bearing upon the subject is communicated *orally*, upon which the pupils are afterwards frequently examined. This varied information will sometimes serve as the subject of an exercise in composition.

**ARITHMETIC**.—Particular care is taken to train the pupils from the first in Mental Arithmetic, and to make them familiar with the properties of numbers, and the management of fractions—from a conviction that such exercises can engage the understanding of the pupils, and that the habits of mind which they will produce will be found of the greatest practical use to all, in the business of after life. Some may be inclined to censure the idea of teaching fractions immediately after integers, but all will allow that, in the simplest applications of Arithmetic, fractions perpetually occur, and rules must consequently be prescribed for treating them, the principles of which cannot be understood without entering fully into the subject. Such, for example, are the rules usually given in books of Arithmetic for multiplying or dividing, when the multiplier or divisor contains a fraction. By introducing fractions in this way, much repetition is avoided—such, for example, as giving first simple and compound proportion in integers,

then simple and compound proportion in fractions, and then simple and compound proportion in decimals. In all the stages of the several classes in Arithmetic, a constant appeal is made to the judgment of the pupils, and no rule is attempted to be reduced to practice, until it has first been analysed and understood. Weekly competitions take place in the elementary rules, for the purpose of securing accuracy and despatch in the ordinary business of the classes.

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### NOTES TO PARENTS.

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The cordial co-operation of Parents and Guardians is earnestly requested in the following matters :

1. PUNCTUALITY OF ATTENDANCE.—A pupil coming later than five minutes past the hour of meeting, cannot be excused, except by a note from his Parent or Guardian. When a boy or girl is unwell, or from other causes detained, it is particularly requested that a note be sent at the hour of meeting, so as to be a substitute for the response to the calling of the catalogue. When this is *neglected*, the Teacher will deem it his duty instantly to forward a printed form of enquiry.

2. PREPARATION OF LESSONS.—The examination of the pupils in School is only a part of their education, and must lose more than half its efficiency, if not supported by regular daily preparation at home.

3. VISITING THE SCHOOL.—As already mentioned, Parents and others are not only permitted, but earnestly invited to visit the School, which is open for that purpose on Tuesdays from ten to eleven. Visitors are, however, particularly requested not to occupy the Teacher's time with conversation, unless concerning a pupil's progress, and even then the *more briefly the better*, as it is obvious that every minute wasted is a serious injury to the whole class under tuition.