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PROGRAMME OF PUBLIC INSTRUCTION IN UPPER CANADA.

The Programme of Public Instruction, as provided by law in Upper Canada, and extending from the Primary School up to the University, is published for the first time, in this number of the *Journal of Education*. The order and classification of subjects taught in the *Common Schools*, will be found in the Programme (pp. 26, 27) of the Upper Canada Model School in connexion with the Normal School, and in which all student teachers of the Normal School practice teaching a portion of each week. On page 23 will be found the Programme and Classification of Studies in the *Grammar Schools*; and on pages 18-22 is inserted the Programme of Studies which has been prepared by the Senate of the University of Toronto and approved by the Governor General in Council, for all the Colleges in Upper Canada affiliated with it.

In no other country or state in America does there exist a system of Public Instruction so matured, comprehensive and complete, as that which is now established and endowed by Legislative authority in Upper Canada. The Chief Superintendent of Schools in his first "Report on a System of Public Elementary Instruction for Upper Canada," in 1846, after having historically and practically sketched such a system, (pp. 149-155,) and stated the gradation and kinds of schools required to complete it, observed as follows:

"Under this view the same principles and spirit would pervade the entire system, from the Primary School up to the University."—"In the carrying out and completion of such a system, the courses of instruction in each class of schools would be prescribed, as also the qualifications for admission into them, above the Primary Schools; each school would occupy its appropriate place, and each teacher would have his appropriate

work."—"The full development of such a system of schools is not the work of a day; but I hope the day is not distant when its essential features will be seen in our own system of Public Instruction, and when its unnumbered advantages will begin to be enjoyed by the Canadian people."*

We rejoice to be permitted to witness the realization of views and anticipations thus expressed nine years since.

A careful examination of the *Collegiate course* of studies, with the options allowed and provided for, will satisfy any person who may take the pains to examine the subject, that it is not excelled in the collegiate system of any University, in either Europe or America, for comprehensiveness and practical adaptation to the various talents, circumstances and intended pursuits of students. In addition to this, the large sum of £3,000 or \$12,000 per annum is appropriated in scholarships and prizes to assist and encourage meritorious youth to secure the inestimable blessings of a liberal education. The manner in which these pecuniary helps and encouragements are to be distributed (as is clearly explained by the Vice-Chancellor, Rev. Dr. M'Cauley, in the notes interspersed throughout the Programme) is happily adapted to call into exercise the various talents of young men in the different branches of useful learning; and the fact that each of these scholarships is made tenable for only one year at a time, is well calculated to stimulate and reward *persevering* exertion. We know of no country in which, in proportion to its population, so liberal pecuniary assistance is given to youth, to acquire the best collegiate education; and we shall be greatly disappointed if it does not contribute powerfully to promote the interests of higher education in Upper

* In another part of the same Report, (page 9) the object, character and principles of the System are thus summarily stated:

"By Education, I mean not the acquisition of certain branches of knowledge, but that instruction and discipline which qualify and dispose the subjects of it for their appropriate duties and employments in life, as Christians, as persons of business, and also as members of the civil community in which they live. The basis of an educational structure adapted to this end should be as broad as the population of the country; and its loftiest elevation should equal the highest demands of the learned professions, adapting its gradation of schools to the wants of the several classes of the community, and to their respective employments and professions—the one rising above the other—the one conducting to the other; yet each complete in itself for the degree of education it imparts; a character of uniformity pervading the whole; the whole based upon the principles of Christianity, and uniting the combined influence and support of the Government and People."