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EDUCATIONAL INFLUENCES OF OUR PUBLIC SCHOOLS.

It is a common mistake to regard our Public Schools as calculated to do nothing more than to impart to our young population the rudiments of an English education. Doubtless this is ostensibly their main design, and ordinarily considered the Alpha and Omega of the teacher's work. There are, however, other purposes which a Public School serves, fully as important to the scholar as the mere reception of rudimentary knowledge. That these influences are by many regarded as subsidiary does not by any means detract from their importance. The acquisition of knowledge is at best to many but a receptive process. Facts, dates and theories are stored away, to be used when occasion requires. But in the acquisition of this knowledge there are other influences at work. The scholar is under training. It is not simply that his mind is developed by the information imparted, but he is forming *habits*, by which the powers of the mind are to make themselves felt in after years. And it is this part of Public School Education that is

so often overlooked both by parents and teachers. Let us briefly consider these influences:

1. DISCIPLINE.—Much of the peace and well being of society depend upon the recognition of constituted authority. Discipline, to be effective, must commence at home. If so begun and properly maintained at school, we have the best guarantee of national peace and order. To the scholar the rules and regulations to which he is required daily to conform are similar in their obligations, restraints and consequences, to those laws which regulate in after years his conduct as a citizen. If he learns to respect the former obedience, the latter will be an easy matter. The early curbing of all disposition to lawlessness and rebellion—the experience that violations of established rules will be followed by certain pains and penalties, the comfort which is to be found in a hearty compliance with established usages, all tend to cultivate those *habits* of fealty and respect for law, without which government would be a matter of