

JOURNAL OF

Province of



EDUCATION,

Ontario.

VOL. XXV.

TORONTO, APRIL, 1872.

No. 4.

CONTENTS OF THIS NUMBER.

COMPREHENSIVE COURSE OF STUDY FOR THE PUBLIC SCHOOLS.—(2) Education directed towards the pursuits and occupations of a people. (3) The new subjects of Agriculture, Commercial Instruction, Mechanics, Drawing, Practical Science, and Natural History. (4) The way in which this instruction should be given. (5) Necessity for teaching Practical Science in the Schools—Examples. (6) The study of Natural History in the Schools. (7) The value of Drawing in our Schools. (8) Provision for teaching Vocal Music in our Schools. (9) Facilities for giving a Practical Commercial Education in the Schools. Barrie New Public School. Prof. Goldwin Smith on Educational Topics. Easy Lessons in Agriculture. Kingston Collegiate Institute. Deaf and Dumb Institution, Belleville.....	49
I. PAPERS ON PRACTICAL EDUCATION.—(1) How to teach History. (2) An important point in the study of History. (3) The Alphabet and its origin. (4) Composition, Letter Writing, &c. (5) Interest that is interesting. (6) Value of Public Speaking.....	59
II. BIOGRAPHICAL SKETCHES.—(1) John B. Marks, Esq. (2) Joseph H. Laylock, Esq. (3) Colonel Francis Drake. (4) Mr. Robert Ritchie. (5) Mr. Brown, of Crowland.....	61
III. EDUCATIONAL INTELLIGENCE.....	62
IV. MONTHLY REPORT ON METEOROLOGY OF THE PROVINCE OF ONTARIO.....	63
V. DEPARTMENTAL NOTICES.....	64

I.—COMPREHENSIVE COURSE OF STUDY FOR THE PUBLIC SCHOOLS.

(From the Chief Superintendent's last Annual Report.)

1. In dealing with this most important question, and in laying down a few general rules in regard to it, the following weighty words of the Bishop of Manchester, in his admirable report on the "School Systems of the United States and Canada," are highly suggestive:—

"The mistake that is commonly made in America, is one, I fear, that is taking some root in England—a confusion of thought between the processes that convey knowledge, and the processes that develop mental power, and a tendency to confine the work of the school too exclusively to the former. It is, perhaps, the inevitable tendency of an age of material prosperity and utilitarian ideas. Of course, the processes of education are carried on through *media* that convey information too, and a well educated man, if not necessarily is, at any rate, almost necessarily *becomes* a well informed man. But in my sense of things, the work of education has been successfully accomplished when a scholar has learnt just three things—what he really *does* know, what he does *not* know, and *how* knowledge is in each case acquired; in other words, education is the development and training of *faculties*, rather than to use a favourite American word, the "presentation" to the mind of *facts*. What was Aristotle's conception of the man whom he calls—"thoroughly educated?" Not, I take it, a man of encyclopædic information, but a man of perfectly trained and well-balanced mind, able to apply to any subject that may oc-

cupy his attention, its proper methods, and to draw from it its legitimate conclusions. Hence the proper functions of a sound system of education are to quicken the observation, strengthen the memory, discipline the reason, cultivate the taste; and that is the best system which gives to each faculty of our complex nature its just and proportionate development."

2. In the programme of studies, and limit table, adopted after due consideration, for our Schools in Ontario, the subjects essential to a good Public School education are prescribed and classified, as also the number of hours per week of teaching each subject; but the mode or modes of teaching and illustrating the several subjects specified in order, is left to the independent exercise of the genius and talents of each teacher. In preparing this programme, the Reports of the latest Royal Commissioners of England on Popular Education, and the opinions of the most experienced educationists, have been consulted. It will be seen from the number and order of the subjects, and the time prescribed per week for teaching each of them, that the first years of Common School studies are almost entirely devoted to teaching the three primary and fundamental subjects of a good education—reading, writing and arithmetic, including only such other subjects and to such a degree, as to relieve the pupils from the tedium of the more severe and less attractive studies, and to develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced educators. The subjects of the programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the thirteenth section of the new School Act to be taught in the schools and provided in the programme, are such, and are prescribed to such an extent only, as is absolutely necessary for the advancement of the country,—in agriculture, the mechanical arts, and manufactures, apart from science and literature. And when the cheap and excellent text-books prescribed are examined in connexion with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but every-