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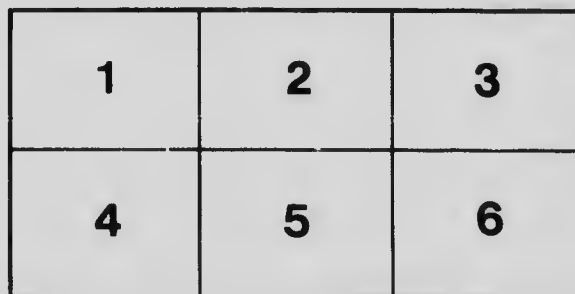
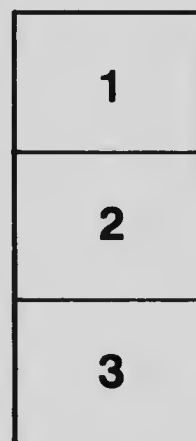
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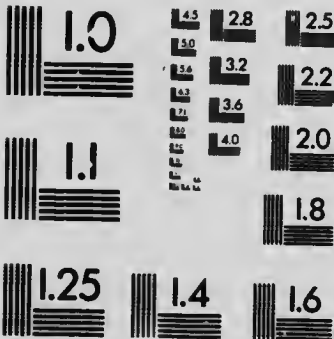
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Report of the Committee on History



Ontario
Educational
Association

TORONTO:

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1903



REPORT OF THE COMMITTEE ON HISTORY.

ONTARIO EDUCATIONAL ASSOCIATION.

To the President and Members of the Public School Department :

AND

To the President and Member of the Historical Section :

Your Committee appointed

- (1) To draw up a syllabus of work suited to each grade of our primary and secondary schools ;
- (2) To suggest such a supply of material as shall be suited to each grade ;

begs leave to report as follows :

(1) Three meetings of the Committee were held. At the first, convened in the University of Toronto on December 26th, 1902, Mr. J. S. Carstairs was appointed Secretary ; Mr. Matchett having resigned, Mr. A. C. Casselman, of the Toronto Normal School, was nominated in his place. In February a joint meeting was held with the Association of Toronto Public School Principals ; and early in April there was a final session at the residence of the Chairman, Professor George M. Wrong.

(2) The accompanying schedules are an attempt to crystallize and embody these deliberations ; and while your Committee does not feel called on to discuss the aims and methods of history, these have received consideration at every stage of the course as planned.

(3) Your Committee would recommend that the Education Department be requested to encourage by special grants every school that will purchase efficient working libraries of historical books (especially Canadian), sets of historical readers, and sets of historical illustrations—those means whereby alone a definite and intimate knowledge of the past and present of our people may be obtained and a sound and intelligent national spirit may be nurtured in each child

(4) It has not been considered necessary to increase the size of the report by lists of books suited to each stage. This is a matter of detail that can readily be worked out if the syllabus comes into force.

(5) Your Committee would also bear testimony to the courtesy and kindness of the Minister of Education in printing this report.

All of which is respectfully submitted.

GEORGE M. WRONG, *Chairman.*

J. S. CARSTAIRS, *Secretary.*

J. O. MILLER.

A. C. CASSELMAN.

HISTORY.

PUBLIC SCHOOL COURSE.

Form I.

- 1.—Stories of the earliest inhabitants of Ontario and Canada. The Indians and Eskimos; with special reference to the Indian Tribes formerly inhabiting the school localities.
- 2.—The ancient Britons.
- 3.—(a) The story of Abraham and first settlement of Canaan. (b) The story of Jacob and his sons.
- 4.—The use of pictures illustrating the above, as part of the school equipment.

**Form II.*

- 1.—Stories of pioneer life in the school localities.
- 2.—Biographical sketches of discoveries and early explorers of (a) Canada :—The Cabots, Cartier, Champlain, Brebeuf, Lalement, La Salle, Frontenac, Fraser, Thompson, Henry, Iberville, Cook, Vancouver, Mackenzie, Selkirk; (b) American Continent :—The Norsemen, Columbus, Magellan, Cortes, DeSoto, Drake.
- 3.—Stories of the Ancient World :—Egypt, Assyria, Babylonia, Persia, Macedonia, Greece, Rome.
- 4.—Biblical Biographies—Moses, Joshua, Samuel, Saul, David, Solomon.
- 5.—The use of pictures, as in Form I.

Form III.

- 1.—Biographical sketches as in Form II (continued).
- 2.—Short connected stories of the early history of Canada, until the Capture of Quebec (1759).
- 3.—Short stories of the early history of Britain until the Norman Conquest (MacMillan's History Readers, or Arnold's Britannia Series recommended for use at least by teachers).
- 4.—A few lessons on the rise and fall of the Kingdom of Israel (MacLear's Old Testament History Primer recommended for use by teachers).
- 5.—Table of important dates.
- 6.—Pictures to illustrate the course.

Form IV.

- 1.—Leading events in Canadian History, especially since the capture of Quebec (1759).
- 2.—Leading events in British History.
- 3.—Biographical Sketches of Wolsey, Elizabeth, Shakespear, Cromwell, Robert Walpole, the Pitts, Montcalm, Frederic the Great, Hastings, Jervis, Nelson, Wellington, Washington, Lincoln, Peel, Stephenson, Howard, Rowland Hill.

*Form II. and Form III. together to be considered as the work for two school years, the unfinished portions of Form II. to be taken the following year.

4.—Makers of the British Empire :

- (a) India : Clive, Hastings, Lawrence, Havelock.
- (b) Canada : Wolfe, Carleton, Brock, Elgin, Macdonald.
- (c) Australasia : Cook, Phillip.
- (d) South Africa : Bartle Frere.

5.—Table of important dates.

6.—The elements of Civil Government, following the syllabus in use in the Toronto Schools, modified to suit the municipality :

Jr. Fourth.—Municipal Government :

(a) The Election of the School Board, the Council, and the Mayor or Reeve.

(b) The Departments of City Service : Police, Assessment, the Engineer's Department, the Treasurer's Department, the Board of Works, &c.

(c) Taxes : Why levied ? How collected ?

Sr. Fourth. — The Government of the Province :

(a) The election of Members of the Legislature.

(b) The appointment of the Lieutenant-Governor.

(c) The selection of Premier.

(d) The organization of the Government.

(e) The tenure of office of the Government.

(f) Forms of Government in other Provinces.

(g) The division of the Province into Counties, of Counties in Townships, of Townships into School Sections.

Form V.

1.—Political History of Canada.

2.—English History with special reference to the progress of civilization.

3.—Civil Government as in Form IV. (continued) :—

The Government of the Dominion :

(a) The election of members of Parliament.

(b) The appointment of the Governor-General.

(c) The power of the Governor-General.

(d) The House of Commons and the Senate.

(e) The relationship of Canada to the Motherland.

(f) The King, the Commons, and the Lords.

General Recommendations.

1.—All Biographical Sketches to be used by the pupils as subject matter for practice in English Composition.

2.—Study of the Union Jack and of our Canadian Flag ; of our National and Provincial Emblems ; of Coats of Arms of the Dominion and of the Provinces.

3.—Calling attention to the great events of Canadian History on the anniversary of their occurrence.

4.—The study of the geographical position of all the places mentioned in the course should be a prominent feature of the teaching. An effort should therefore be made to have the pupil understand as early as possible how to read a map so as to grasp the position and extent of the British Empire and its most important parts.

ILLUSTRATIONS.

Form I.

1.—Portraits of the principal Indian chiefs: Brant, Pontiac, Tecumseh, Red Jacket, etc. Objects illustrating the mode of life of the Indian tribes, such as their religion, their houses, clothing, cooking utensils, sports, games, weapons of the chase and war, fishing tackle, smoking pipes, etc. If the objects are not obtainable, pictures of them should be used.

Portraits of the Eskimos, objects and pictures illustrating their habits, mode of living, etc.

2.—Pictures of the ancient Britons, Boadicea, Caractacus, etc.

Pictures illustrating their mode of life, religion; Stonehenge, Dover Cliffs, Landing of Cæsar.

The illustrations for forms III., IV. and V. will comprise portraits of the principal personages named, pictures commemorating the great events in our history: the monuments; our legislative halls; the municipal buildings; the Fathers of Confederation; our educational buildings; the insignia of our provinces, of the Dominion, and of the British Empire.

HIGH SCHOOL COURSE.

Lower School.

1, 2, 3.—[As in Form V., Public School Course.]

4.—Greek and Roman Historical Readers.

3.—50 dates in Greek and Roman history.

Middle School.

1.—British history from the discovery of America to the present time.

2.—The Beginnings of Civilization—Egypt, the Asiatic Nations (as in Botsford's Ancient History for Beginners, or in Sanderson's Outlines of the World's History, Part I.)

3.—The outlines of Grecian history until it merges into the history of Rome; history of Rome until 476 A.D.

Upper School.

1.—More intensive study of Canadian history.

Topics suggested :

The gradual discovery of America (from the Norsemen to Sir Alexander Mackenzie, Stuart, Fraser, and Dawson.)

Champlain, the explorer, the founder, the author.

French Exploration.

British Exploration.

The North American Indians.

The Early French Trading Companies.

The Hudson's Bay Company.

The North-West Company.

The Jesuits.

La Salle.

Frontenac.

Sir William Johnson.

How Canada became British.

Pontiac.

The term "Canada".

The U. E. Loyalists in their old and their new homes.

The War of 1812.

The Various Accessions to the Population of Ontario by Immigration.

The Exploration of Sub-arctic Canada.

Rebellion in the Canadas.

Lord Durham's Report.

The history of the Maritime Provinces and of British Columbia before 1867.

The Confederation movement in United Canada and in the Maritime Provinces.

Federal Systems.

History of our boundary line.

The North-West Rebellions.

Invasions and Raids from the United States.

Early Routes of Travel and Transportation ; the development of our railways and canals.

The Educational System of Ontario.

2.—Ancient History : (review of Form II.)

3.—Mediaeval history ; modern history of Europe and America.

4.—Sketch of the history of the other colonies and dependencies of the British Empire.

