

APPENDIX.

(A.)

DEPARTMENT OF PUBLIC INSTRUCTION.

In the preparation of a plan of Public Instruction, and in the formation of a system of Primary Schools, two distinct and several points present themselves for consideration—to wit: the course of study, and the mode of instruction.

With respect to the first, the course to be pursued in every Primary School must embrace *reading, writing, and arithmetic*. These are the rudiments of learning, and the first object of such an institution—And it has been truly said that where any of these elementary parts of education cannot, from inability in the teacher to instruct them, or where any of them are excluded from a misconception of their unimportance, the principal requisites of a Primary School are wanting; and the privileges of such a school as contemplated by the Legislature, cannot be claimed, nor ought they to be enjoyed. Reading, writing and arithmetic, as they are the means of acquiring all subsequent knowledge, may justly be considered the necessaries of education; which, like the necessaries of life, are first to be secured. Nothing short of these will constitute a Primary School, nor gratify the lowest requisites of the law enacted for their establishment—and a liberal construction of that law, and especially in consideration of the great benefit to be derived from it, the course of study in Primary Schools should extend beyond these limits, and embrace all the branches of useful knowledge which constitute a good common education.

In a country where children have much time to spend at school, there is an obvious propriety in requiring a more extended and comprehensive course than under other circumstances it should be reasonable to expect. The propriety of this is impressed with great force, from the consideration that the Primary Schools are contemplated as the main