

ABSTRACT

On the basis of a historical and pedagogical study, the pedagogical views and educational management practices of the prominent Canadian educator Egerton Ryerson who is considered to be the founder of the public education system of the province of Ontario have been analyzed in the monograph. The theoretical framework for comparative historical and pedagogical research has been covered and the methodology of its conducting has been considered; the scientific and pedagogical heritage of such prominent Canadian educators as A. Forrester, D. Jessop, D. Goggin have been studied; and the peculiarities of the Canadian school education system development at the end of the 18th – early 19th centuries have been revealed; the retrospective analysis of social and historical, cultural and educational factors, leading to the formation of E. Ryerson's pedagogical views have been conducted, and four main periods of his life and career have been determined.

The monograph discloses the E. Ryerson's pedagogical views on the school education system and the principles on which the public education system should be based. The management activity of E. Ryerson during 1844–1876 has been described and the sequence of educational reforms introduced by the prominent educator into the school system of Ontario in the field of school administration, organization of schooling, standardization of educational programs have been revealed. The influence of E. Ryerson's pedagogical views and his professional activity on the development of education systems of certain Canadian provinces and territories and the public school education system of the country as a whole has been analyzed.

The monograph consists of abstracts in Ukrainian and English, three chapters, conclusion to each chapter, summary in Ukrainian and English, references and appendices.

The first chapter “Comparative studies in the context of historical and educational discourse” deals with the theoretical and methodological foundations of E. Ryerson's pedagogical views and management activity, as well as the analysis of E. Ryerson's personality among prominent nineteenth-century Canadian educators.

The second chapter “Social and historical, cultural and educational factors of the formation and development of E. Ryerson’s personality” highlights the features of school education development in Canadian society of the late 18th – early 19th centuries. The results of the study of E. Ryerson’s life and career are presented.

The third chapter “Content of the pedagogical heritage and management activity of Egerton Ryerson” reflects E. Ryerson’s pedagogical views on the school education system; the specificity of school system management formation and the organization of schooling during E. Ryerson’s management activity; an analysis of E. Ryerson’s scientific ideas implemented in the organization of the educational process. The realization of E. Ryerson’s pedagogical views in the secondary schools teacher training system has been researched.

Key words: Canada, Egerton Ryerson, educational reforms, school education system.