

by professor A. DeSola, the Rabbin of the Montreal Synagogue, comprises lectures on the history of the Hebrew language and literature in particular, with a general notice of the other oriental languages, their genius and peculiarities. Mathematics and natural philosophy are confided to professor Johnson; natural history, agriculture and agricultural chemistry to the Principal, chemistry to professor Sutherland, and meteorology to Dr. Smallwood. The late lamented Dr. Barnston who, at the time of his decease, filled the chair of botany, has not yet been replaced. The course of civil engineering is divided into two years and is very comprehensive. It is conducted by professor Hamilton.

The following studies are optional: Hebrew, Commercial Law, Agriculture, Engineering; all the others are required for the degree of B. A. Most of the chairs above enumerated are of very recent creation and this Faculty has been the most difficult to organize. It is evident however that it now stands on a very large and very comprehensive basis.

The High School is under the immediate direction of professor Howe, who has been for many years one of the professors of the College, and presided at the same time over this department, the growing importance of which now commands his undivided energies.

For admission into the lowest Form, it is required that the pupil shall have attained the age of seven years and be able to read fairly. The course extends over a period of six or seven years; a general promotion taking place only once a year; cases of special promotions are few.

The following extract from the prospectus of the school for the year 57-58, will better explain the principles by which it is governed: "As the object in view is to give a sound general mental training, quite as much as a knowledge of particular subjects, no pupil will be permitted to indulge a partiality for any one study to the neglect of others. The whole of the course is therefore to be considered as imperative upon all the pupils. Latin and Greek are made the basis of the language division of the course, as Euclid is that of the mathematical division. They are taught to all the pupils, because they are the best means of training them into a sound knowledge of general grammar and of their mother tongue and facilitating the acquisition of the modern languages; they are taught also with reference to the learned professions for which a knowledge of them is required and because they possess innate perfections and beauties, which expanding to the mind of the advanced school-boy are among his inducements to become the college student. The time, however, devoted to the ancient languages is not excessive. Instead of the many hours formerly given to the subject in most public schools, the time has long been limited in the High School department of McGill College to at most two hours daily. The modern branches of education benefit greatly by the change, which under improved methods of teaching has been found not detrimental to progress in the classics. The correct writing of English is regarded as of paramount importance and the study of Latin and Greek is made subservient to it. The French and German languages form a part of the ordinary course. Much attention is given to the former, because it is

one of the colloquial languages of the country. French is imperative, but German is optional. Mathematics have an hour daily assigned to them as soon as the faculties of the pupil are sufficiently developed to cope with the difficulties of the subject. The senior pupils can by the payment of a trifling fee, attend the University lectures on *Physical Geography* and *Geology*. The elements of *Natural Philosophy* form part of the course of the senior form. This subject has been selected from the natural sciences, because it is properly the first in order if not the most important of them. The senior pupils may, however, attend the University Lectures on *Zoology* and *Botany*. The remaining subjects of a school course: History, Geography, Arithmetic, writing, book-keeping, so indispensable in a commercial community have in addition to the attention previously given to them, their share of the time which has been taken from the excessive study of Latin and Greek. Drawing and music have hitherto been voluntary subjects, but arrangements are now completed so as to make linear drawing and vocal music parts of the regular course without additional charge."

This abundant and wise programme, in which will be found ample evidence of a desire to meet the utilitarian tendencies of a community essentially commercial, without however, abandoning too much of the higher aspirations of the human intellect and of yielding to a limited extent, to the complaints and even to the prejudices alluded to in the commencement of this article, is carried out by a Rector, five assistant-masters and four instructors; and as wealth and a natural desire for mental cultivation will increase in this province, it is to be hoped that this High-School will become an invaluable feeder to the college itself.

Our readers are aware that Normal and Model schools under the joint direction of the Educational Department and of the Council of the University, are now in existence; but inasmuch as frequent reference has already been made to them in the *Journal of Education*, and as we intend taking up the Normal Schools of Canada immediately after the Colleges, we shall abstain from any further notice of this institution in the present article.

The number of persons receiving education in connexion with McGill College at present is 711; which are distributed as follow: Faculty of Law, 30; Faculty of Medicine, 90; Faculty of Arts, 35; High School, 244; Normal School, 70; Model Schools, 230.

(To be concluded in our next.)

PIERRE J. O. CHAUVEAU.

## PEDAGOGY.

### ON THE TRUE FOUNDATION OF SCHOOL DISCIPLINE.

(Abridged from the French of J. J. Rapet, by Mrs. Langneilloc.)

#### I

There exist in the human breast four great springs of action; they are duty, self interest, fear and love.

Over the mind of the child, the two first hold little or no exercise, so far he has held duty as a consequence, not a moving principle of action. We ask, is it not duty that leads