

astical teachers and of other persons who are an authority on the subject, such as Abbé L. St. G. Lindsay, inspector of religious educational institutions in the arch-diocese of Quebec. Within the last year two normal schools were opened; the one by the Ursulines at Rimouski, the other by the Sisters of the Good Shepherd at Chicoutimi. Of 5,414 teachers employed in the schools, 4,812 belong to religious orders; the remainder, 602, are drawn from the laity, but are members of the Catholic Church. It may readily be supposed that a body of men who live in such near agreement would preserve a degree of harmony in the education which is offered in school, college, and university.

We shall now turn to a somewhat close consideration of the course of study which is followed in those seats of learning, known as classical colleges. There are nineteen of them, and as the curriculum is much the same in all, we shall select the course which is followed in the Montreal College on Sherbrooke Street.

But let us see first what is understood by a classical course. A course is termed "classical" from the classics on its programme, the study of the great masterpieces of Latin, Greek, French and English literature, by which the student is trained to mould his thoughts and express his ideas according to the rules laid down by these standards of pure literary beauty.

A superficial glance over the programme of the six years Classical Course will readily show in what kind of work the student is engaged from his first to his last year; and that his whole time and mental energy are by no means absorbed in literary pursuits. The Course is divided into six grades, called respectively, on an ascending scale: Elements; Syntax; Methods; Versification; Belles-Lettres; Rhetoric.

These six years are completed by two more, during which the young man is carefully trained in mental and practical or moral philosophy, in Holy Scripture and scientific apologetics, in physics, chemistry and other natural