

Latin and Greek are made the basis of the Language Division of the Course for much the same reason that Euclid is made the foundation of the Mathematical Division of it. They are taught on the broad ground of their utility, as affording the best means of training the pupil into a sound knowledge of general Grammar, and of his mother tongue, and facilitating the acquisition of the modern languages; they are taught also with reference to the learned professions in which a knowledge of them is required; and they are taught in consideration of those innate perfections and beauties which, expanding to the mind of the school-boy, are among his inducements to become the College Student.

The time, however, devoted to the study of the Ancient Languages is not excessive. Instead of the four hours usually given to the subject in the principal Public Schools of England and Scotland, the time has, for many years, been limited in the High School Department of McGill College to two hours daily. The modern branches of Education have greatly benefited by this change, which, under improved methods of teaching, has been found by several years experience not at all detrimental to progress in the classics. This reduction, indeed, is beginning to be very general in the schools of England.

The correct writing of English is regarded as of paramount importance, and the study of Latin and Greek is made to subserve this end. The French and German languages form a part of the ordinary course, more attention being given to the former because it is one of the colloquial languages of the country.

Mathematics have an hour daily assigned to them as soon as the pupil is able to cope with the subject. They are taught for reasons similar to those advanced in favor of the Classics; firstly, because they are an admirable means of strengthening and disciplining the reason; secondly, for their utility in the various branches of the engineering profession, and in the mechanical arts; thirdly, because the pursuit of them affords a very high and pure pleasure to the active and inquiring mind.

In teaching History and Geography the object will be to impart correct general views of these subjects with a particular knowledge of those countries which most nearly concern us. History has long ranked as a science, and the claims of Geography to that honour are very generally acknowledged, whilst its importance in education has never been questioned. The subjects, however, particularly the former, are of such wide extent that to make a school-boy master of them is impracticable; but it is possible to inculcate such a method and system of studying them as may enable him to make himself master of them at a future time, should his taste so lead him.

The remaining subjects of Arithmetic, Writing, Book-keeping, &c., 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 the Classics.

In the Religious Instruction which is part of the Course, there is nothing of a sectarian character. The great truths of the Christian religion and the principles of morality are not only made the subject of regular teaching, but are impressed upon the pupils whenever occasion requires or opportunity offers.

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