

and influence will not soon die among us—that at least the first two years of the university course should be devoted entirely to general work, before the honor work was commenced. Many of our most thoughtful educationists are of the same mind, and the tendency hereafter is likely to be rather towards general culture than towards further specialism. Such a general course should include (in a great measure does now include): (a) On the humanistic side (study of *man*,) Literature, (ancient and modern,) as “the highest expression of the mind of man,” and “the study of the intellectual and moral world we live in”; History, as “a record of the progress of the human race”; Political Science, as “the science of government and civil society”; Philosophy, as “the history of thought,” and “the science of the principles of all knowledge.” (b) On the scientific side (study of *nature*,) elementary Mathematics, as a deductive science; Physics, as an inductive science; Natural Science, (elementary Biology, Geology, Botany and Astronomy) in its broad outlines as the knowledge of nature. Such a course should be compulsory on all. It would serve a two-fold purpose: It would guarantee a sound general culture for all, and it would serve to differentiate advanced students, as students of Literature and Philosophy, and students of Science and Mathematics.

The High School “culture course” should be the university culture course in miniature, making due allowance for the greater mental immaturity of those for whom it is intended, and eliminating the subjects that require maturer powers. Few will agree with Mr. Bryant that Political Science is a suitable subject for a High School course, at least if they give any heed to Mill’s words: “Government and civil society are the most complicated of all subjects accessible to the human

mind.” Philosophy can hardly be taught formally in the High School, as Mr. Fouillée suggests. History does not demand much teaching (at least the common facts of history, apart from constitutional history and historical criticism) and, if suitable text-books were only accessible in the High School library, it could be acquired in the way of pastime and ordinary reading. Of the subjects remaining, literature and elementary mathematics should form the beginning and the staple of the High School culture course. These form the only proper preliminary to the university course already defined, and if the rudiments of these subjects are not mastered in youth they are as a usual thing not mastered at all. I should like to see taught to every candidate for university matriculation: Latin, English, French, Arithmetic, Algebra, Geometry, and the rudiments of Greek and German. This was the preparation we received for the university in the old days in the Upper Canada College, with a little science added over and above; and I have never known any one, who underwent the training, regret it or maintain that it could have been improved upon. Looking back to my university course, I feel convinced that no other preliminary preparation would have served as well. When the matriculation standard is reached differentiation might begin, and pupils might be allowed to take elective studies either on the literature side or on the science side, according to capacity.

In sketching the general culture course for the university I have given a place in it to Greek, as “Greece must be considered the parent of all intellectual effort in poetry, eloquence, history and philosophy,” and the language and literature of Greece can hardly be omitted from any ideal scheme of higher education.