

of the LARGE CITIES of Canada lie wholly outside this culture.

In the Gymnasia and Real Schulen (real schools), a sound basis for general scientific and literary culture is laid—the former supplying a philosophical and liberal education—the latter a practical one. A complete gymnasium has six grades, Sexta being the lowest, and Prima the highest. The upper grades from the third to the first are divided into two divisions—a lower and a higher. The full course comprises a period of nine years. Candidates for the lowest are required to have completed their nine years, and to have passed a satisfactory examination in the elementary branches of a common school education. We give the number of weekly recitations in each grade.

	Prima		Secunda		Tertia		Quarta	Quinta	Sexta
	Upper	Lower	Upper	Lower	Upper	Lower			
Religion,.....	2	2	2	2	2	2	2	3	3
German,.....	2	2	2	2	2	2	2	2	2
Latin,.....	8	6	10	6	10	6	10	10	10
Greek,.....	6	2	6	2	6	2	6	..	..
French,.....	2	3	2	3	2	3	2	2	2
History and Geography,....	3	4	3	4	3	4	3	3	3
Geometry and Arithmetic,...	4	2	4	2	4	2	4	..	..
Physics,.....	2	..	2	..	2	..	2	2	2
Natural History,.....	..	..	..	..	..	..	..	2	2
Drawing,.....	..	..	..	..	..	..	..	2	2
Penmanship,.....	..	..	..	..	..	..	..	2	3

You cannot compare the classical culture of the ordinary graduate of our Universities with that of the students of the German Gymnasium, who have studied Latin ten hours a week for nine years, and Greek six hours a week for seven. During the last years of the student's stay at the Gymnasium Latin is almost the only language spoken or written. The student's translations of Greek, the lectures he hears from his teachers, and the criticisms he makes of the Greek or Roman author are all made in Latin. In the real schools more attention is paid to the modern languages, the higher mathematics and natural science. The successful completion of the course of the Gymnasium gives the student a full introduction to the University, and places all its honours within the range of his competition.

HISTORY IN OUR PUBLIC SCHOOLS.

G. W. Johnson, H. M. M. S., before the Wentworth Teachers' Association, October 16th, 1880.

I do not come before you expecting to show you some new thing, but rather to illustrate the plan pursued in teaching History in the Hamilton Public Schools. As a rule no subject in the school curriculum is less taught or worse crammed than history; and this arises, in a great measure, from the fact that many teachers are not, themselves, "well up" in the subject, and hence have, as they confess, no taste for it. It will generally be found that when a teacher says "I dislike teaching Arithmetic," he is not himself possessed of a "massive mathematical intellect;" when he says, with a sigh, "Grammar is such a dry study," he is not, himself, a finished grammarian; and when he says "I hate History," his reading and understanding of the subject are very limited indeed.