

let that be the work prescribed. Only let the standard be such as to imply thoroughness. A guarantee should be taken that the time which is applied to classical study, shall not be misapplied, as it often notoriously is under the present regime, where a candidate, after mastering the Greek alphabet, may advance *per saltum* to the cramming of the translation of Homer and matriculate on that. And here I should like to say that I do not wish to be understood as recommending the study of grammar and composition as an end in itself. It is generally conceded by those who have tried them, that even elementary Latin and Greek are valuable educational instruments, useful in training to accuracy and for the development of the thinking powers. But it should not be forgotten that the end and aim of all classical teaching is to give familiarity with the classical literatures, and to bring the student into contact with the spirit of antiquity. "For the mass of boys," says Arnold, "the Latin and Greek composition will be limited . . . to the exercises of translation auxiliary to acquiring any language soundly; and the verbal scholarship will be limited to learning the elementary grammar and common forms and laws of the language with a thoroughness which cannot be too exact, and which may be easily more exact than that which we now attain with our much more ambitious grammatical studies. A far greater quantity of Latin and Greek literature might, with the time thus saved, be read, and in a far more interesting manner." This is the true secret of economising time and force in classical teaching; and these words are worthy of serious consideration here, and now when every year sees some new subject clamouring for a place upon the High School programme.

But to return. No school in the Province will rest content with teach-

ing the mere elements of any subject, and we may safely venture to extend our curriculum one stage more at least. Next in order, then, will come those authors that experience has determined to be the best adapted for the purpose of elementary instruction, *i.e.*, Cæsar and Xenophon. A sufficient amount of these authors should be prescribed to discourage anything like an attempt to pass the examination by cramming translation. I should like to name as a minimum four books of Cæsar (2700 lines) and four books of Xenophon (3700 lines). To this should be added constant practice in sight translation of easy passages from the above authors. Facility in sight-translation is the end and object of the elementary stage of classical instruction, and till this is acquired, no change of author should be made.

It is roughly estimated that it will require between two and three years to cover this course, leaving between one and two years of the present High School course for honour work. That a course such as that indicated above is a necessary preliminary—prescribed or not prescribed—to successful honour work, I believe. In fact, I have been assured by an eminent High School master that his pupils were always put through such a course, preparatory to taking up the honour work.

For the honour work I should recommend: Cicero's Orations (100 pages), Virgil's *Æneid* (two or three books), Thucydides (100 pages of the narrative part), Euripides (one play), or Homer's *Odyssey* (an equivalent). The work prescribed for honours is of minor importance. No candidate can hope to rank in honours without a thorough acquaintance with his work. And for purposes of culture it is of more consequence how work is done than what work is done. The honour work of many of our schools is a credit to the Province.