

then another, perhaps far removed, and then another, to be patched upon the first, and then another to go with the second, and then another and another, and so on, with the blessing of Heaven on the result, or not, as the case may be."

In the short space to which I am entitled, I cannot do more than simply call attention to the lines which those who desire improvement in elementary classical teaching might follow. If I can but excite discussion upon the points raised I shall be well repaid.

1. Let pupils be led to realize that Latin and Greek were once (at least) living languages; that the people who spoke, wrote and read those languages were rational creatures, and spoke, wrote and read as they thought; that, therefore, Latin and Greek must be read in the order written, and must not be treated as Chinese puzzles. In other words, we must lead our pupils to "think in Latin and Greek." If a teacher imagines this to be chimerical, let him, I pray, order at once two cheap pamphlets, published by Ginn & Co., Boston, and written by a well-known and successful teacher, Professor Hale, of Cornell University, on "Aims and Methods of Classical Study," and "The Art of Reading Latin." The latter, especially, will be found most suggestive and instructive.

2. As with the modern languages, let pupils be trained through the ear as well as the eye. "It is blind and cruel folly," says J. E. B. Mayor, in his *Latin Heptateuch* (1889) "to teach languages through the critical eye alone, not through the quickening voice." Let us have more dictation, more of the oral element in Latin and Greek. If we could abolish our absurd English pronunciation of these languages, and substitute a more rational and more correct one, we should gain not a little.

3. Let us bring our pupils to an author as early as possible. It is no longer considered sensible to keep pupils for one or two long years on Latin and Greek grammars without introducing them to the languages themselves. Grammar and text should go together, but the grammar should be learnt largely from the text. Without committing myself wholly to the inductive method, I would earnestly recommend teachers to study and test it. A thorough exposition of this method, based upon the first book of *Cæsar's Gallic war* for Latin, and the opening chapters of *Xenophon's Anabasis* for Greek, has been prepared by Harper & Burgess.* Professor Harper, one of the editors, is well known for his success as a teacher of Hebrew on the inductive method.

4. Sight translation and the writing of Latin and Greek prose should be practiced from the outset. The Education Department and the University of Toronto have taken an excellent step in requiring sight translation from all candidates. As an examiner, I can testify to the excellent results (seen even in the Primary Examination) that have already sprung from this regulation. The prose requirements should for the earlier examinations be of the simplest kind, and selections for examination should consist of easy sentences, and such continuous passages as are based strictly upon the authors read.

5. For the Primary Examination the Department would do well to have readers prepared, giving easy passages in prose and poetry from a variety of sources. The selections for examination could be changed from year to year. The adoption of these readers would probably kill the pernicious habit of using keys. It

* Ivison, Blakeman & Co., New York (1888). Retail price for each book about \$1.35.