

are to fashion the tastes and broaden the sympathies of our rising generation. No, the classical master has only to do with those who are to be classical masters like him when he is dead and gone. He has only to train up a few prodigies who, after the finishing strokes of University reading, are to train up other prodigies and so on *ad infinitum*. Anything beyond that is merely incidental and totally unworthy of consideration. At any rate, if this is not the case, classical masters are allowing their work to be planned for them, and many of them speak and act as if it were.

Now have we not heard too much of late about the unripeness of classical scholarship among University matriculants? Is it to be expected that the average graduate of our High Schools should be at all ripe in the attainments of a special department? It is certainly to be desired that the technical knowledge of rudiments, possessed by students who are to be conducted by our college professors through an advanced course in literature, should be as thorough as possible. But should High School classes in Latin or Greek be conducted as if all the students thereof were to have a continued course in literature at the University? If that were the case, the present demand (craze, I was about to say) for Latin prose and sight translation would be somewhat justifiable, although, even on that basis, I hold it is wrong in theory to expect anything like good prose composition before an extensive course of reading has been covered. However, the majority of our Latin and Greek students and the vast majority of those who lie within range of the allurements Latin and Greek could be made to hold out to them, look forward to no subsequent course of literary instruction. Ought their acquaintance with classical culture to

be limited to the dry rudiments considered necessary as a mere foundation for a University training which they are never to receive? In the opinion of the writer, the acquaintance with the literature as literature should begin at the end of the first six months (or even before), and knowledge of technical details should unfold itself in gradual progression. That a boy should be able to write as good a Latin sentence as Cæsar, simply as a result of reading one book of Cæsar, seems preposterous.

Recent changes in the matriculation curriculum, and even in the primary curriculum which is intended chiefly for third-class teachers, seem to have been based on the assumption that the sole duty of the High School, so far at any rate as the department of classics is concerned, is to send up expert translators and prose writers for the college professors to conduct through the green pastures and beside the still waters of classic literature. The independent influence of the High School as a disseminator of classical culture does not appear to be recognized. The High School is merely a "fag" to the University. Now I am sure that there are many classical masters who have a desire to accompany their pupils, part of the way at any rate, through those delightful pastures, and not leave them at the fence after traversing the hard and thorny road of technical instruction. In our primary classes, and to some extent in our senior classes, the soul is taken out of our work, and nothing but the dry bones is left. Rigid, rigid drill from beginning to end, and, as if to aggravate the evil, the most uninteresting of prose selections are forced upon the child-student just when he ought to be lured on by pleasurable excitement and well-directed sympathy. A Roman general must be followed through the most monotonous marches and the most