

his work more than the possibility of shortening the time. It is a subject all the more interesting from the many attempts made by American scholars during the last few years. Well do I remember my own experience. I found that three-fourths of my boys would never go through the school, and the thought of the vast desert that lay before them made me long to devise some more excellent and speedy route to the first basis. With feeling similar to this some of us have tried Marcel's method, or natural methods, or made out vocabularies of Homer. But nothing is more certain than this, that all methods depending upon a system of props and floats are profoundly mistaken. We may lay down the principle to begin with that all the work to be done by the pupil he *must do himself*. The real question is, What *must* be done? and this we are coming to see more clearly. If Milton thought this subject so important that he wrote a better grammar, we also can afford to consider it. The time has really been shortened, and there is the cheerful prospect that much more may be done. It has been said—with what truth I do not know—that Miss Ramsay, who so distinguished herself at Cambridge, had studied Greek but a year and a half before entering Newnham. One of the objects of our conventions is to collect practical observations of the effect of various methods. My own experience comes briefly to this. If the pupil is very young I think that the late head master of Harrow was right in holding that for the first two years there should be more translation from English into Latin than from Latin into English. At least the younger the boy the more nearly is this true. For pupils beginning somewhat late—boys of fifteen or sixteen—Mr. Whiton's method is good. But I am inclined to think that we should in

any case begin with the verb. Mr. Whiton's Latin method amounts simply to this, avoid the non-essentials of grammar and begin translation and retranslation as soon as possible—without the use of a reader. A good Latin introductory book would be very similar to Mr. White's excellent introductory Greek book, founded on Goodwin's Greek Grammar, but the quantities should be marked in the vocabulary, and it is a question whether the book itself should not contain all the grammar needed. The failing in most introductory books used in our schools is that the authors attempt to do a conscientious duty by the grammar. An entirely adequate elementary Latin grammar for school use could be well printed on fifteen or twenty pages. There should be as much translation of unseen Latin and Greek as of the usual home work. During the first years one aim should be kept constantly before the boys—to read Latin and Greek at sight. I said "the first years" advisedly. Yet I will go further, and say that we should hope some day to see the highest forms able to translate Cæsar and Cicero at sight, and translate into Latin from easy dictation in English. This is not at all Utopian. It may be advocated from the most practical considerations, but it means of course that translations must be eschewed, except during the last year or two, when good ones should be used for English style. Your boys will fall in with an undertaking of this kind. It appeals to their common sense. When once they have felt the exquisite sense of increase of power and grasp, one has little to fear. That knowledge should come to our pupils *as a discovery*, is the alpha and omega of teaching. At each difficulty the boys should be thrown back on their own resources. One should be continually alert to convince them of how