

Latin as an important part of the well-conceived course of study; but they do not indicate the real, the all-important end to be attained by the study of Latin. It is because of the influence it exerted on the development of English as a language; it is because a knowledge of it conduces, or perhaps is essential, to a thorough and accurate knowledge of our mother-tongue, that we plead for its continuance on the curriculum, and should be, one and all, sorry to see any determined movement on the part of a modern language to oust it from its lawful place. "If," as the teacher of Latin already referred to has said, "you are familiar with the two elements of English (the Saxon and the Latin) you possess the means of knowing and writing English." This idea has been developed by Dr. Harris in an article published in one of his more recent reports, where he draws attention to the value of Latin as a school study as furnishing "the root words to that part of our vocabulary which is more especially the language of thought and reflection." "Hence," he says, "it happens that even a little study of Latin makes a great difference in the grasp of the mind as regards generalization and principles. Without Latin the trope and metaphor underlying the abstract terms necessary to express all elevated sentiment or thought in English, and more specifically all scientific results, is not perceived nor felt. Such trope or metaphor is the basis of abstract terms, and hence the latter have been called 'fossil poetry.' To gain command of the resources of a language one must revivify this poetic element, must acquire a feeling of the trope and metaphor which it contains."

Not only this, but Latin embodied as it is in the English language, is as much the medium of intercourse between learned and cultured men now, as it was when scholars and

courtiers used the language of ancient Rome to express their ideas and opinions. You have all heard the wail, "Oh, Latin is a dead language, and I don't see why my boy or girl should be asked to learn it." There is an element of truth—a very small element of truth—in the statement that Latin is a "dead" language. As a self-contained, self-sustaining means of thought-expression, it is now practically "dead;" but at the same time, and in an important sense, it is very much alive. It lives in our own language and makes its vigorous transmitted life apparent in every sentence we utter. A little inspection will reveal the fact that a very large proportion of the words used in everyday conversation are of Latin origin, and the proportion becomes greater as the conversation becomes more cultured. What I have just tried to make plain is very well set out in this quotation from an article published in the report of the United States Commissioner of Education for 1892-93:

"I would have children at the age of ten or eleven years commence the study of that language which, in the fields of persuasion and philosophy, of literature and law, is so largely the progenitor of the English—the incomparable Latin. This is the international arsenal out of which men in all ages have taken the weapons of words, with which they have fought the battles of all genuine culture. Latin is the carboniferous age in its relation to modern thought. We heat our firesides now by the consumed and adapted sunlight of Paleozoic times, so the light of modern literature and law comes from the intellectual sunlight that warmed the souls of the great masters of Greece and Rome. Side by side in daily study the two languages should be pursued, the Latin constantly illuminating the English, and mak-