

economics and business, higher wages for teachers are a social necessity. If we believe in education at all, we must believe in the necessity of having it well done but under present conditions, it cannot be well done. We need mature ability to operate our educational system—all the more because, whether we like it or not, it is a secular system—and that means that our teachers must build up the characters

of their pupils (what is education but character building?) without the aid of the most efficient instrument in their work. And the children on whom we must rely while we pursue the old exploded policy of the economy of low wages—the children of seventeen or eighteen, themselves with unformed characters—cannot possibly do the real work of education.—*The Educational Review.*

LANGUAGE TEACHING. *

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LET me begin by making clear what it is that I propose to deal with this evening. I do not propose to consider how Latin may be taught by means of English—as Dr. Abbott did in his address to the Teachers' Guild in 1888—nor do I intend to argue the question as to when Latin should be commenced. My wish is to try whether we cannot amongst us decide as to what points in the teaching of English should receive most attention, and how they should be dealt with, in order to render the beginning of another language—an inflected language such as Latin, for instance—somewhat less dark and difficult than it usually is. That linguistics strictly so called is not a subject likely to interest or to profit little children I think we shall all agree. "Boys find no sap or sweetness in it," as Charles Hoole said, because it is unsuited to their "waterish wits." But most of us, it seems to me, have by this time come to the con-

clusion that in dealing with all our subjects at school we should at least begin informally, remain informal for a while, and only gradually rise into strict formality—following in this the manner in which human knowledge has grown in every department. Before beginning strictly to study a new language we need a preparatory informal stage. It is the lack of this that makes the first entry into Latin so difficult and uninteresting. The boy has not yet acquired any *general notion* of language and its ways; the whole thing seems strange, arbitrary, artificial—if, indeed, it be at all intelligible to him.

Now, language being an attempt by human beings to make themselves intelligible to one another, and human nature being so much the same everywhere, we should expect to find—as we do find—that all languages resemble one another in their modes and habits—sometimes more, sometimes less, but all in a certain measure. In other words, there are such things as *general laws of language*, not only for particular groups of related languages, but also for all languages whatsoever. Of course, to gain a real, personal, and strictly formal knowledge of these general laws—or, let me say, general

*English Literature Teaching in Schools. 1s. 6d. Kegan Paul, Trench, Trubner, & Co. As to somewhat similar work may be continued in the teaching of Latin later on I would refer you to an excellent little pamphlet by Professor W. J. Hale, on "The Art of Reading Latin," published ten years ago by Ginn & Co., of Boston.