

ing of Latin, Greek, French or German, a much broader basis is afforded for the illustration of the great truths of linguistic science. In the first place, in the department of the morphology of speech, similarities as well as differences of structure and of syntactical expression in all or any two of the languages named, may be brought to the attention of pupils, and be easily fastened in the memory. How, in the main, English differs from German, French from Latin, Latin from Greek, is not difficult to illustrate, and a knowledge of the fundamental resemblances between all the five forms of speech cannot fail to prepare the learner for the intelligent apprehension of the great fact of Indo-European linguistic unity with its momentous results. As to phonological relations, a slight knowledge of the German, with the Latin or Greek vocabulary, will give the necessary basis of fact for the appreciation and application of "Grimm's Law," and a considerable number of other important principles may be pointed out as inferred from a comparison of Greek or French or English with Latin, and English besides with French or German. In the High Schools also a conspectus should be given of the families of language throughout the world, and the great underlying principles which indicate the divergences. Finally, a beginning should be made in the study of comparative inflection: the more obvious identifications of case and personal endings in the several languages should be noted, and the more glaring solecisms in grammatical terms coined in unscientific ages, and the merely practical and mechanical character of most of the rules of syntax might be indicated and illustrated by striking examples.

As a practical illustration of the value of some systematic effort at elementary training in general linguis-

tic principles I may cite the fact, that has repeatedly come under my own observation, that the young men who take up special philological studies in the German Universities are able early to do good solid work, mainly because sound linguistic principles have been instilled into them in the secondary and preparatory schools.

In the High Schools it is of the first importance that instruction in linguistic science should be confined to well established principles capable of ready verification and easy of remembrance, and general conclusions inferentially obvious and universally conceded. The conditions in the University are different, for there time is supposed to be given for an unfettered pursuit of the historical as well as of the physical sciences.

Therefore, within reasonable practicable limits, attention should be devoted to questions of the wider associations of language, its relations with the mind of the individual, the needs of the community, and the outer-world; of the far-reaching consequences of the study for the history of mythology, philosophy, religion and social and political phenomena; of the observed laws of the development of words and their meanings; of the relations of language to race; the true principles of classification of languages and legitimate criteria of relationship.

But all such questions, important and interesting as they are, must be treated with great caution, and a certain reserve of non-partisanship, in order that the true scientific spirit, which looks first to well-established facts and principles, may be duly awakened and fostered. Accordingly the larger share of time and attention should be devoted to the results that have been actually reached in the fields of investigation already explored and defined. The Indo-European