

already parsed, so to speak. This suggests another thought, namely, that the Roman who would use his language properly must have had a perfect knowledge of the function of every word in his sentences, whereas the English writer or speaker is under no such necessity. Rash, indeed, would it be to presume that all our public speakers who use even such simple sentences as "The river was nearly three hundred feet broad" could give the words *three hundred feet* their proper case endings, were that necessary—and yet we never find a Latin author slipping on such ground. In view of these facts I believe we may, in regard to many points, properly hold up Latin as a model language to our pupils, while at the same time we do not fail to point out those points in which the English language is decidedly superior to it. These are chiefly the greater richness of its vocabulary which admits of the expression of ideas, especially abstract ideas, with much more precision in English than in Latin, and the greater directness and freedom in expression, owing to the absence of inflections and the consequent flexibility of the language.

In the higher forms, too, something may be done to cultivate a taste not only for the best literature of Greece and Rome, but for much English literature that is so strongly tinctured with classic lore that the taste for it depends on the taste for the latter. Here, again, enthusiasm on the part of the teacher will be the key to unlock for the pupil the door leading to this temple. If by his manner and words the teacher leaves on the mind of the pupil the impression that these things are but antiquated relics of an age which had little in common

with ours, and are at best useful as material for exercises in mental gymnastics, or as subjects for idle curiosity, then will the pupil be little likely to see anything attractive in this study. *Si vis me flere, dolendum est primum ipsi tibi*, says Horace, and the precept would seem to be quite as true of the teacher as of the writer. On the other hand if, filled with a proper spirit of admiration for the manifestations of mental development of a high order which are exhibited in the literature of ancient Greece and Rome, the teacher sees in the mythology of those peoples true and often beautiful abstractions instead of senseless fairy tales; if he realizes that, spite of the cruelty and wrong, the grossness and immortality of those times, there were, nevertheless, among those peoples the seeds of all the virtues which adorn our present civilization; and that their failure to solve the deepest ethical problems of human life, as they assuredly did solve many of its intellectual problems, was, in the circumstances, inevitable; then may the humanistic value of even the limited portions of Latin authors read in our High Schools be for his pupils by no means inconsiderable.

In these suggestions—for in spite of their didactic form in some cases, a style into which a pedagogue is, I believe, peculiarly liable to fall, they are intended for nothing more—I have attempted to present my conception of some of the chief aims and most useful methods for the teachers of Latin in our High Schools.

If discussion of this subject shall, as is not improbable, bring out better methods, and more rational aims, I shall be among the first to adopt them.