

has been felt in the changes in University requirements for matriculation, whereby Greek has been almost eliminated from the time-tables of many of our High Schools. Although, owing to recent changes in the regulations of the Education Department, Latin is, for the present, enjoying even an increased measure of prosperity in these schools, it is not safe to rely too much on the permanency of these arrangements. There can be no doubt that the feeling which has been effective in almost banishing Greek from the High Schools is directed also against the general study of Latin in these institutions.

What, then, can be done, and should be done, by those interested in the maintenance of Latin in its present position in our schools, to check this tide of educational radicalism which threatens to sweep away what has been heretofore justly regarded among us, whose civilization is so largely built on those of Greece and Rome, as the only sure foundation for many parts of our educational fabric? The answer to this is, I believe, that we must put forth fresh exertions not only to make this subject more valuable as a means of mental training than it has been in the past, but also to qualify ourselves by a more thorough study of its points of excellence to openly advocate its claims in face of the opposition which it is now encountering from the champions of rival subjects, as well as from a utilitarian public, whose first question in regard to such things is so apt to be, in substance if not in words, "*Cui bono.*" Nor will generalities in regard to its value as an educational instrument suffice, either to produce the best results in the schoolroom, or to satisfy the outside world of its usefulness. In either case we shall

need to be specific. It shall, accordingly, be my aim in the remainder of this paper to attempt to present some of the most important ends, as I conceive them to be, which the present-day teacher of Latin in our Secondary School should keep before him in his daily work in the class-room, and also the methods which I have found useful in attaining these ends. Whether Latin should at the present day, and in our Secondary Schools, be taught from the humanistic point of view, or from the so-called scientific point of view, must be answered, I think, largely in favor of the latter; yet here, again, the stage at which the pupil happens to be in his study of the language must chiefly determine the answer.

First, then, what should be our aims in teaching Latin in the junior forms before the pupil begins the reading of *Cæsar*? Here the humanistic value of the teaching will assuredly be small, but, nevertheless, many and various opportunities for imparting mental culture will present themselves to the teacher who duly appreciates the excellencies of the language as a vehicle of thought, and who will take time to consider the bearing of these points on the development of principles of action in the pupil.

In regard to the learning of the vocabulary, I believe that it should be impressed upon pupils at the beginning that it is necessary to learn it both ways, *i.e.*, from the English to the Latin, first and chiefly, I would say, and again from the Latin to the English. Unfortunately our vocabularies are usually arranged only in the latter way in most of the books which the student is required to use; hence his knowledge of the language is usually very much one-sided; in other words, it is an analytic knowledge rather than a