“First,” she explained, “it forces students to think closely about the meaning of words. In ordinary life people do not think about words. They do not even read letters with close attention to words. Many persons live mentally in a sort of fog most of the time. Greek forces one to express one’s self accurately.

“Second, there is the joy of intellectual adventure. Few of us are privileged to go on great adventures in the flesh, such as flying by airplane to the South Pole. But in our minds we may. Greek gives us a sense of the great adventure, for instance, of archaeology. It is queer that so many think of archaeology as a dry and dusty science. Most of us as children have felt a thrill at the motion of digging for buried gold. Why should we not be thrilled at the thought of a buried past?

“Third, a study of the remote past gives us a defense against advocating quack political nostrums. We can see how in the past these have been tried and did not avail.

“Fourth, the study of Greek and things like Greek leads us into foreign lands. Travel is valuable when we do it with our bodies. But even if we cannot do that, it is always possible for us, since we can do it through books.

“The fifth advantage of studying things like Greek is that it gives us contact with beauty, which we need greatly in our modern American life. Contact with beauty gives food for the spirit, and so supplies vitality, force and imagination—elements exceedingly important for success in life. The remote, the difficult, the supposedly unpractical, give food for the spirit.

“I believe that these unpractical things are really practical in a higher sense. They make us wiser, broader-minded, clear-eyed. They fill us with the spirit of enthusiasm.”

CLASSICAL BIBLIOGRAPHIES

I. Bibliography for the Study of the Classics

Teachers of Classics today are holding more steadfastly than ever to the literary accomplishments of our Latin and Greek predecessors. Years of teaching experience have proved to them that the development of an exquisite power and faculty of reasoning lies in the study of the classics, and that no better medium for a thorough and liberal education could be desired. The following list is not exhaustive but is suggestive. Greek Culture and The Greek Testament by Hayes is especially recommended for one who wishes to start a small collection on the subject. One should also obtain the latest book entitled The Classics: Their History and Present Status in Education, being a symposium of essays edited by Kirsch. Reviews of these two books are in this issue. The Legacy of Greece edited by Livingstone, and The Legacy of Rome edited by Bailey, are collections of essays by the foremost English classical scholars. Our Debt to Greece and Rome Series is written by able scholars of all nations.


Zielinski, T., Our Debt to Antiquity. London. 1909.
II. Interesting Classical Fiction


Lampréy, Louise, *Children of Ancient Greece.* Little, Brown and Co. Boston. 1924. $1.00. For boys and girls from ten to fourteen.


Church, A. J., *Lucius; the Adventures of a Roman Boy.* Dodd, Mead and Co. New York. 1924. $2.00. Formerly published under the title "Two Thousand Years Ago." Spartacus and Mithradates.


III. Select List of Bulletins for the Study of Greek

The American Classical League
Mr. Rollin H. Tanner, Secy-Treas.
New York University
University Heights, New York City.
Lodge—A Reasonable Plea for the Classics... .05
Tigert—Shall we Continue Latin and Greek in Our Schools .05
Kenyon—The Classics in Modern Life ...... .05
Croiset—The Study of Latin and Greek and the Democracy .05
Scott—Greek for Latin Teachers  .05
Donnelly—Greek in English  .05
Crum—Pronunciation of Greek and Latin Proper Names .15

Service Bureau for Classical Teachers
Miss Frances Sabin, Director
Teachers College
New York City.
Lodge—The Value of the Classics in Training for Citizenship .10
Smith—The Greek that the Doctors Speak... .10
McVay—One Year of Greek: Is it Worth While? .10
Lodge—Classical Origin of Scientific Terms... .20

The two following articles should also be read:

ENGLISH PRONUNCIATION OF LATIN

TWO methods of pronouncing Latin are now in extended general English use: one, the so-called English method, follows in general the analogies of English pronunciation according to certain formal rules; the other, the so-called Roman method, attempts to follow more or less closely, as far as it is known, the pronunciation of the Romans themselves at the height of their civilization (about B. C. 50 to A. D. 50).

The English method was until recently used in teaching Latin in both England and America, but has been almost entirely replaced for that purpose by the Roman method in American schools and colleges within recent years, and now to some extent in England also. The English pronunciation is still used, however, almost exclusively in the pronunciation of Latin scientific words in English, for Latin and Greek proper names in English context, for legal Latin phrases, and for familiar phrases and quotations in English context. The English pronunciation applies to the plural forms as well as the singular of Latin nouns: so we say an alumnus, but the alumni; an alumna, but the alumnae. Thus:
i, when the final sound of a word, always has its long sound (as in ice), as a-lum-ni;
\(a\) is always a diphthong unless separated by diaeresis. It is pronounced as \(e\) would be in the same position; as, alumnae (a-lum-ne).

Thus it will be seen that the final syllables of alumni and alumnae when used in English context have exactly the opposite pronunciation to that of the Roman.

Examples in English like alumnae are Acolian (é-o-li-an), Ceesar (se-zar), aegis (é-jis), formulae (é), and antennae (é).

Examples like alumni are foci (fo-si), loci (lo-si), fungi (fun-ji).

It is also a rule in the English pronunciation of Latin words that \(c\) and \(g\) are soft before \(e\), \(i\), \(y\), \(a\), \(ae\); elsewhere \(c\) and \(g\) are hard.

Another method of pronouncing Latin is the so-called Continental method, developed from the modern languages during the Middle Ages and widely used by the Roman Catholic Church. By this method the vowels have their general Continental values (practically as by the Roman method) but the consonants are pronounced as in the language of the speaker. Thus Cicero, as a Latin name, would be pronounced in German as tsé-tsé-ro, in Spanish thé-thá-ró or sé-sá-ró, in Italian ché-chá-ró, in French sè-sá-ró, in English se-se-ró.

Molière’s Les Femmes Savantes, in an English version, was the commencement play at the Harrisonburg State Teachers College in June.