

"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, clearer-sighted. They fill us with the spirit of enthusiasm."

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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 ex-

clusively 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*; *æ* is always a diphthong unless separated by diæresis. It is pronounced as *e* would be in the same position; as, *alumnæ* (*a-lum-nē*).

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 *Aeolian* (*ē-o-li-an*), *Cæsar* (*sē-zar*), *ægis* (*ē-jis*), *formulae* (*ē*), and *antennæ* (*ē*).

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

It is also a rule in the English pronunciation of Latin words that *c* and *g* are soft before *e*, *i*, *y*, *æ*, *æ*; 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 *tsē-tsē-rō*, in Spanish *thē-thā-rō* or *sē-sā-rō*, in Italian *chē-chā-rō*, in French *sē-sā-rō*, in English *sē-se-rō*.

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