

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:  
 J. R. Wilkie, "The Intrinsic Adolescent Appeal  
 in the Study of Greek." *Classical Journal*, Nov-  
 ember, 1926.  
 Dorothy Roehm, "In Search of Recruits." *Clas-  
 sical Journal*, Feb. 1929.

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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 *antennae* (*ē*).

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*, *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.