

Its introduction into the various colleges has, by the reaction of the university on the school through the graduate-teacher, made its acceptance or rejection by the school compulsory on those who have the authority to make selection. As yet this selection lies with the teacher. The powers that be have made no pronouncement on the matter other than indirectly through the authorized textbooks. Of these, the ones which advocate the Roman method of pronunciation, like Collar and Daniell's, also provide for the English method. In other words, still another minor problem has been created for the teacher to solve: "What method of Latin pronunciation shall be used in the schools?"

In opening the discussion of this question, I think I may safely predict that it will be limited to an examination of the respective worths of the English and the Latin or Roman methods of pronunciation. The other systems we sometimes hear spoken of, like the Continental and the Italian, will hardly enter into competition with these two; and hence the question we have before us may be put anew and in this form: "Should the Roman or the English method of Latin pronunciation be used in our schools?"

The best solution of the problem will, I think, be found in the answer to this other question, "Why does Latin form a part of the ordinary school curriculum?" I use the term "school curriculum" advisedly, for we should, in approaching this matter, differentiate between the school and the university.

Is Latin taught in our schools because it is an excellent "discipline" study? because it is, as someone has said, a "perfect" language? because it makes smooth the rough places for the pupil struggling with the intricacies of English grammar? because it is the key to some of the richest treasures in the world's literature? because it gives an introduction to professional studies and is a valuable aid in mastering their technicalities? To each of these the answer must be, yes—with a limitation. These are all good reasons for the retention of Latin as an important part of the well-conceived course of study; but they do not indicate the real, the all-important end to be attained by the study of Latin. It is because of the influence it exerted on the development of English as a language; it is because a knowledge of it conduces, or perhaps is essential,