

or of etymology, but simply as urging that the time often given to parsing and memorizing and repeating formulas, which my experience has taught me help but little in the mastery of the language, can be much more profitably employed in the oral work just mentioned. The aim, of course, is to teach the pupil to read and write Latin; but may not this be accomplished more expeditiously and pleasantly by making the language *alive*,—by teaching pupils to *speak, write, and read Latin* as they are taught to speak, write, and read a modern language? A German university student, if the classics be his specialty, learns not only to read and write Latin, but even to speak it. If Latin is to maintain its present high place in our courses of study, it must offer something better than mere mental training or grammatical drill; it must introduce the student to the priceless treasures of art and literature which the Romans gathered from the ancient world, and which, transfusing with their own genius, they transmitted to coming ages. This work can be done in no way better than by teaching Latin as a *living language*. Is it not time that some one of our colleges or universities should offer opportunities for students to acquire a *speaking knowledge* of the Latin language?

For those who prefer the English method of pronunciation, a few simple rules have been given. The so-called Roman method, which is a very near approach to the ancient pronunciation, is now adopted by many of our leading colleges and high schools. Great pains have been taken in these lessons to teach the euphonic changes that occur in verbs in the formation of the perfect and participial stems. A thorough knowledge of the *phonetic value of the letters of the Roman alphabet* will help the student through most of these difficulties. This is quite aside from the question of pronunciation, which must, after all, be governed by the prevailing usage. The quantity of syllables, except final syllables that are short, and the final *o* of the first person present indicative of verbs, has been carefully marked, in order to secure accuracy of pronunciation; and, if a serious attempt is made to pronounce according to the Roman method, the pupil's ear should be trained to it from the start.

In enumerating the principal parts of verbs, I have ventured to deviate so far from common usage as to substitute in place of the so-called supine the *neuter of the perfect participle*. The supine in