

connection with various public charities of this city, and I believe that no means for the reformation of the condition of the masses are more likely to produce speedy result than the enlargement of such efforts.

This morning, however, I should like to express my especial sympathy with the movement in a similar direction, inaugurated by Dr. Robins in connection with this school, because I hope that this may prove the forerunner of some comprehensive scheme covering the public schools in general. For the success of this particular class Dr. Robins' name should be a sufficient guarantee.

Editorial Notes and Comments.

The arguments of Dr. Eaton's excellent paper in favor of a reform in our method of pronouncing Latin, have, no doubt, by this time been critically examined by most of our academy teachers and classical masters. That portion of his paper which gives an outline of the research that has led to a more minute knowledge of the old Roman's manner of dealing with his vowels and consonants, and the near approach to it which the modern classical scholar is said to be able to attain to in his imitation of it in the work of the class-room, cannot fail to convince those of our teachers who have not previously studied the question, that there is a right way of pronouncing Latin and a wrong way, in a higher sense, of course, than that of the pupil, who merely puts his faith in the teacher's pronunciation when he undertakes to read Virgil or Cæsar. That neither the English nor the Continental method of pronouncing Latin is the true Roman method has ever been disputed; nor, indeed, has the manner of pronouncing the classical tongues been of very serious import to the teacher, until the later research of which Dr. Eaton speaks brought into view the possibility of a world-wide uniformity, as a displacement to a mere local uniformity. The main difference between the Continental (the Scottish) and the English pronunciation of Latin has lain in the vowel sounds, and those teachers who have of necessity, from change of province or country, been obliged to pass from the one method to the other, can bear witness that the gain in passing from the English method to the Continental is counterbalanced in great measure by the loss in the analogies between the former and the English itself. But, inasmuch as the so-called nearest approach to the original Roman method—for it is only a near approach,