

make such sweeping generalizations as appear in the paragraph of Goldschmidt's book which started this discussion, on the basis of formal printed works alone. The fundamental principle of education through the medium of the Latin language holds good. But we should not, in the face of the manuscript evidence, attribute to the pedants of the Renaissance such extreme pedantry as would have deterred them from using this obvious and simple device for aiding their students to understand the books they studied. It is true that Italian scholars had the advantage of a vernacular that was closely related to the scholarly Latin that was the accepted medium of instruction. This, however, actually made their use of vernacular terms somewhat less necessary than it would be in countries with a non-Romance language. Printed books, intended for a wide circulation, would naturally keep more rigidly to the universal language of scholarship. But students from beyond the Alps had full opportunity to note the value of vernacular definitions in the lectures of their famous Italian professors.

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