

LINGUAPHONE

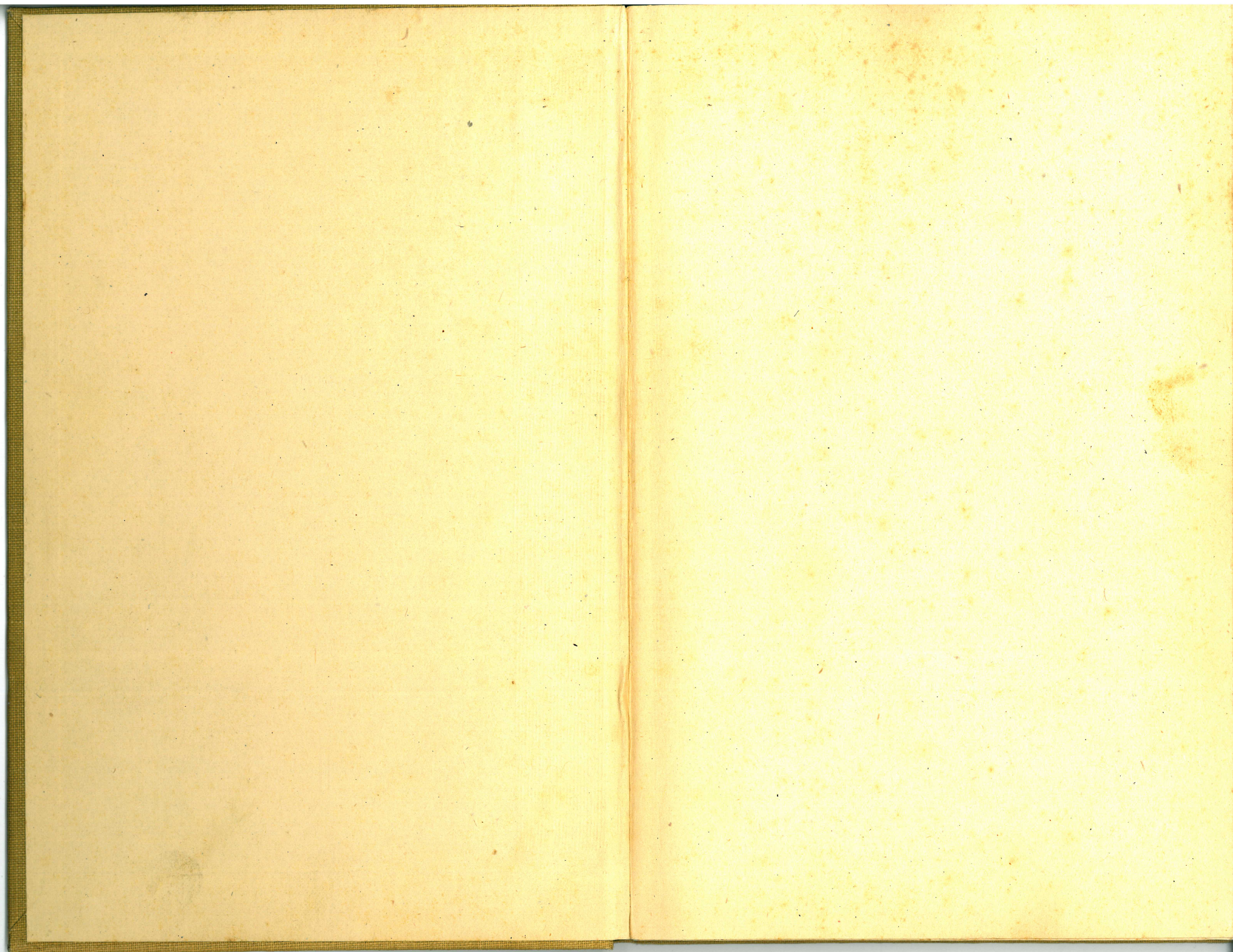
THE DIRECT METHOD APPLIED TO

LATIN

LINGUAPHONE INSTITUTE

LINGUAPHONE — THE DIRECT METHOD APPLIED TO LATIN

LATIN 935



LINGUAPHONE

THE DIRECT METHOD APPLIED TO

LATIN

A HANDBOOK FOR TEACHERS.

Written, illustrated and recorded by

W. H. D. ROUSE, M.A., Litt.D.

University Teacher of Sanskrit, Cambridge.
Formerly Fellow of Christ's College, Cambridge
and Headmaster of the Perse School.

Published by

THE LINGUAPHONE INSTITUTE,
(LINGUAPHONE LTD.)

207-209, Regent Street, London, W.1.

DEDICATED
TO THE INTELLIGENT CHORUS
FROM THE
PERSE SCHOOL
BEACOCK
STOCKBRIDGE
WHITEHOUSE
BY
ORBILIUS

Histon Manor

I have to thank the Headmaster of the Perse School, for kindly giving permission to the Chorus, when they played their parts ; and Mr. R. J. B. Hicks, M.A., Senior Classical Master at the Perse School, for his help in preparation and in other ways.

I wish also to record my deep gratitude to the two colleagues who worked with me in applying the Direct Method to Latin and Greek : Dr. W. H. S. Jones, late Senior Classical Master at the Perse School, now Bursar of St. Catherine's College, Cambridge ; and Mr. R. B. Appleton, late Senior Classical Master at the Perse School.

W. H. D. Rouse.

PREFACE.

All students of education are acquainted with the Direct Method, as applied to Modern Languages ; which is now admitted to be right in principle and successful in practice. The same method has been applied to Latin and Greek, for thirty years past, with the same results, although it has not been so widely adopted. Two things stand in the way : the system of public examinations, which encourage, and to some degree make necessary, undisguised cram ; and the initial difficulties for teachers who have been otherwise trained themselves, and shrink from the trouble of a change. As a matter of fact, both these difficulties lose their force, like Bunyan's lions, when they are confronted. The early stages of work, which are the most important for their permanent effects, are independent of examinations : in a three or four years' course, two at least may be given to the Direct Method, while the final year of cram will satisfy the examiners ; indeed, with good teachers, less cram is needed even than that. As to the second, the teacher can learn his work gradually, as I did myself, and he will find the effort less than he fears. For any who are interested enough to enquire, and for those who wish to learn, without committing themselves, opportunities are given in the Summer Schools of the Society for the Reform of Latin Teaching.*

These Records are meant for Teachers, and they will enable anyone to take his first steps with confidence, since they tell him exactly what is said and done in the first lessons. The first lessons are the most difficult stage of the work ; once the first steps are taken, it is easy to go on, and every new step is easier than the last. The Records themselves give the form which each lesson takes when it is learnt, and show amongst other things the right pronunciation, which is very important : the booklet gives, along with the text of the Records, specimen lessons (all genuine) to show how the correct form is taught, and how mistakes are dealt with. When the commencing teacher has gone through this once or twice, as he gains confidence, he can take his own line ; for the essence of the Direct Method is spontaneity, naturalness, and life : the skeleton, so to speak, must be firm, and it must never be forgotten, but the flesh that covers it may take many forms.

* Miss Moor, Hon. Sec., Old Headington, Oxford.

This life and naturalness give a new spirit to the class ; and this is the great gift of the Direct Method. " The labour we delight in physics pain " : those who are thus taught will not write depressing letters to the *Times*, describing how they have wasted their school-days. With their pleasure, they gain a sense of mastery ; they have really learnt something, and they know it, and they are pleased to use their new power. This method is in fact the remedy for the disease, which all feel in English education, but not all own to themselves. To drop Latin and Greek, or to drop anything, is only to attempt the cure of a symptom, without touching the disease at all.

I recommend it therefore confidently to the attention of all those who are anxious about our national destiny, as a help in the right direction. " Prove all things, hold fast that which is good ", said the Apostle ; a good maxim, and worth a little trouble to keep. For those who do keep it, I will venture to utter an aspiration :

Cras amet, qui numquam amavit : quique amavit, cras amet.

W. H. D. ROUSE.

LATIN COURSE

The Direct Method.

If the boys have had one or two years of French on the Direct Method, they will need no explanation of the method in Latin.

If it is new to them, it should first be explained, in English. This should not be done at the beginning of the Latin lesson, but before it begins, and in another room. The same must be done with other explanations and discussions before and after the lesson. It may seem a trifle, but it is not, to keep the Latin lesson and the Latin classroom solely for Latin impressions and memories. English must not be used in the Latin class, with the exception which will be given later.

The master must be careful to keep the following rules. Progress will be slow at first, but the work will not be dull, because the boys will be saying or doing something all the time.

(1) Each new word or phrase is to be said first by the master, then repeated by the boy (or the class, as the case may be), then written upon the board by the boy, then written in notebooks by every one. What is written should be learnt at home.

No word should be spelt, but if it is written wrong, it should be spoken by the master until it is written aright. Take the greatest care to see that the long marks are put in. Since Latin spelling is entirely phonetic, if properly spoken it will be properly written.

(2) Pronounce very clearly and distinctly, especially double consonants and final consonants, and exaggerate the length of long vowels.

(3) Suit the action to the word ; and with names of things, produce the thing or draw it upon the board.

(4) Wherever it is possible, make the Class answer in chorus ; and drill them in chorus, especially at the beginning.

(5) Be very careful to get the vowels pure, as in the records, especially ē and ō (not like the usual English pronunciation).

In writing on the board, the commonest mistakes are in spelling the diphthongs *ae* and *au*, and the letter *c* which is often written *k*. It is well to give a warning that *c* and *g* are always sounded as in *cat* and *gig*.

For homework, expect what is written to be learnt. When stories come in, the homework may be to write out the story; but remember that this takes a long time at first, and plenty of time should be allowed.

Do as much of the class work in chorus as you can. In these notes "Chorus" is used specially to indicate that the master joins in; but *Bs.* also means a chorus of the whole class.

We begin with the plural, solely to get the chorus at work; for it gives confidence, and helps to open the boys' mouths. A class already well trained may begin with the singular, *surgō*, if desired.

The records give the questions, together with the proper responses. They are made, only to show the proper pronunciation. An exact transcript of the records follows, each after its proper lesson. The "Lessons" and the Introductions give hints as to what may be said before and after lessons, and how to deal with mistakes, and how to get the correct responses which are given in the records. These hints are themselves records of what has actually been said, and mistakes actually made and corrected. Some mistakes always occur.

The lessons, which are reckoned as for 45 minutes, may therefore take more or less time, according to the intelligence of the class and the skill of the master. In the later records, especially, the boys' answers recorded are fewer, the master doing most of the work: but this is done only to get in the pronunciation of as much as possible. Each lesson has to be a continual question and answer, and the boys ought to say and do more than the master: as soon as they cease to take part, their attention will wander.

If the class be of girls the necessary change of gender will be easily made. If it be mixed, there is a great advantage at first, that you number them off, *primus, secundus...* and *prima, secunda...* and the distinction is clear at once. Afterwards it has to be explained that lifeless things have the same formal distinction, and you may make a little fun out of Mr. Notebook (*M. Cahier*) and Miss Chalk.

How to use the Book.

The master must make himself acquainted with each lesson, and be ready to produce it naturally in the classroom. These hints, and these records, are made only to show him how to do it (if the method be new to him) and how to pronounce correctly. The hints are not meant for the boys; but the Records may be useful to the boys, if they are given after the lesson.

On no account give the Record before the lesson. The direct method makes its unique effect because it is natural, spontaneous, and acts between two human beings without interference. A mechanical device would spoil it; indeed, these hints are only meant to help those to whom it is new, for when they have got all the matter in their heads, they will use it quite naturally, each in his own way, and all hesitation will disappear.

The arrangement of the book is as follows.

Each lesson is given in full, with full directions, explanations and Latin words used. See pages 11 ff.

For convenience, however, the Records of the Latin words are given without any extraneous matter at the end of each lesson. See pages 14 ff.

LESSON I.

Before the Lesson.

The master meets the class elsewhere, and talks quite informally.

"Good morning, boys. You know some French, don't you?"

"Yes, sir".

"How were you taught? By the direct method?"

"Yes, sir".

"Then you will find it easy; this goes in the same way".

Or if the answer be "no".

"Well, we suit the action to the word: we do a lot of things, and then say in Latin what we are doing. See?"

"Yes, sir". They will say this probably, whether they see or not; so the master goes on.

"Look here: I'm sitting in this chair. Then I get up and walk about. And as I do each thing, I say—'I rise, I walk, I sit'. Then if you do it you say—'We rise, we walk, we return, we sit'. Just do so, and say the words".

They do so. Then he goes on.

"I will tell you what to do and say; and first, you just imitate me; afterwards, I will tell you exactly what I want. And you understand if I make signs, and say something at the same time, that means I want you to say or do it. If I do this (scribbling in the air), and point to the board, and say something, what will that mean?"

"To write it, sir".

"Yes. And when I beckon to one boy, I mean he is to do and say what I do; and when I wave both my arms to you, I mean you are all to do it together. And if you are little Duffers and I shake my fist at you and say something, you will know what that means?"

"Oh, yes, sir, ha, ha!"

"But you need not say it to me, unless I am a Duffer; then I give you leave to say it and welcome, and I shall say: 'I beg your pardon. I know I am a Duffer sometimes'."

Laughter. Or a bold boy says—

"Oh, yes, sir".

"All right, we'll see who is the biggest Duffer".

Loud laughter.

"It is more like a game than anything else, and you can go home and surprise your sisters by playing games in Latin. The little Roman boys did, you know".

An incredulous look ; then as the Master grins, they grin too.

" But I want you to notice one thing particularly. Of course you have noticed in French, *je parle* and *nous parlons* are not the same " (or if no French, in English, " I speak, he speaks ").

" Yes, sir ".

" Well, these words, " I ", " you ", " he ", " they ", have Latin words for them, but they are generally left out, and we depend for the meaning upon the ends of the words. That is very important, and I want you to keep your eye on the ends of the words, and after the lesson, I shall ask you what you have noticed ".

Those who have learnt French, will understand a good many words at once, such as *Nōn*, or *Est*, but they will be apt to pronounce *est* like the French word at first.

In the Classroom.

Master beckons out one boy and says :—*Salvē*, then beckons to him and does it again, until the boy answers *Salvē*. Sends him to his seat and says to the class :—

M. *Salvēte*.

Bs. *Salvēte*.

M. *Nōn*, *Nōn* (Repeats process with the first boy and then with the class until they answer).

Bs. *Salvē* (Repeats with class once or twice). Master writes on board :
a ā, e ē, i ī, o ō, u ū, ae, au, oe. Makes these sounds aloud and signals to the class to join him as he repeats them. Master takes a boy by the arm, and leads him out to two chairs ; they seat themselves. Holding the boy's arm, he makes him rise along with him and says :

M. *Surgimus* (then pulling him down) :
Sedēmus.

Waving his arms to the class, makes them do the actions.

Bs. *Surgimus*, *sedēmus*.

M. Takes a boy as before and in the same way—

M. and Bs. Rise : *Surgimus*—walk a step or two ; *ambulāmus*—return to chairs : *revenīmus*—sit down : *sedēmus*. Master waves to the class :—

Bs. *Surgimus*, *ambulāmus*, *revenīmus*, *sedēmus*.

M. to Bs. (Signalling towards the board, and handing chalk) *Scribe*, (repeating the words one by one, and seeing that they are written clearly and with the long vowels marked. Sends the boy back

to his seat, signals to class to take up pencils and write in notebooks) :

M. *Scribite*.

(It is useful to have some one to go round behind and see that the words are correctly written ; it saves time, for otherwise the master has to do it, then or later. The boys chosen to help him in the actions should be varied so as to give everyone a turn. By *B¹* I indicate merely one boy, but sometimes a succession is signified by *B²*, *B³*, etc.)

This done, the Master stands before a boy, and pointing to himself says :—

M. *Ego*.

(Pointing to the boy.)

M. *Tū*.

(Repeat several times) *ego*, *tū*.—*Dic* (beckoning to boy) until he responds, pointing properly—

B. *Ego*, *tū*, *ego*, *tū*.

M. Repeats with other boys.

M. *Scribe*—*ego*, *tū* (sends boy to the board).

Scribite (signals towards notebooks).

M. *Tū primus*, (pointing to each in turn), *tū secundus*, (and so on for all the class). The numerals after *duodecim* are all made up of what we have had until *duodēvicēs*imus, *undēvicēs*imus, *vicēs*imus, *vicēs*imus *primus*, etc.

He has a series of tickets written with these titles, and gives one to each, to hang on his breast. These pass for their names for the present, but by and by each will have a real name.

M. *Tū primus* ?—until he answers—

B¹. *Ego primus*. If he hesitates :

M. *Tū primus*, *ego Dominus*. Then—
Scribe—*Dominus*.

Scribite.

M. *Ego sum Dominus*, *tū es primus*, until boy answers—
So with the other boys.

M. Holding up book : *Hic est libellus*.

Bs. Holding up their books : *Hic est libellus*.

M. Holding up chalk : *Haec est crēta*. Hands it to boys in turn who say—

B. *Haec est crēta*. (Each must hold it up as he says it, otherwise *haec* should be *illa*).

M. Holding up stick : *Hōc est baculum*. (Handing it to boy.)

B. *Hōc est baculum*.

- M. Scribe—*sends boy to board*: sum, es, est.
 Scribite—*sends another boy up*:
 Scribe, crēta—*another*.
 Scribe, baculum, libellus.
 Scribite, *signals towards notebooks*.
- M. Valēte. *No answer. Puts on his cap, takes it off to them. Moves towards door.*
 Valēte.
- Bs. Valēte.
- M. Nōn. *Picks out one boy, caps him and says—*
 Valē.
- B. Valē.
- M. *To class.* Valēte, *repeats until he gets the answer—*
- Bs. Valē.

After the Lesson.

In another room he may ask what the boys had noticed in the lesson, or this part may come next day.

Text of Record I.

- M. Salvē.
 B¹. Salvē.
 M. Salvēte.
 Boys. Salvē.
 M. and Boys. a ā, e ē, i ī, o ō, u ū, ae, au, oe.
 M. and Boy. Surgimus, ambulāmus, revenīmus, sedēmus.
 M. and Boys. Surgimus, ambulāmus, revenīmus, sedēmus.
 M. Scribe, scribite. Ego, tū; ego, tū.
 B¹. Ego, tū.
 B². Ego, tū.
 M. Tū prīmus.
 B¹. Ego prīmus.

- M. Tū secundus.
 B². Ego secundus.
 M. Tū tertius.
 B³. Ego tertius.
 M. Tū quartus.
 B⁴. Ego quartus.
 M. Tū quintus.
 B⁵. Ego quintus.
 M. Tū sextus.
 B⁶. Ego sextus.
 M. Septimus, octāvus, nōnus, decimus, duodecimus, undecimus.¹
 M. Ego sum dominus, tū es prīmus. Scribe sum, es.
 Tū es prīmus.
 B¹. Ego sum prīmus.
 M. Ego sum dominus.
 B¹. Tū es dominus.
 M. Tū es secundus.
 B². Ego sum secundus.
 M. Ego sum dominus.
 B². Tū es dominus.
 M. Tū es tertius.
 B³. Ego sum tertius.
 M. Ego sum dominus.
 B³. Tū es dominus.
 M. Hic est libellus.
 Boys. Hic est libellus.
 M. Haec est crēta.
 Boys. Haec est crēta.
 M. Hōc est baculum.
 Boys. Hōc est baculum.
 M. Valēte.
 Boys. Valē.

¹ Undecimus and duodecimus were said out of order by a slip of the tongue.

LESSON II.

Before the Lesson.

- M. "Well, what did you notice about the ends of the words?" *No answer.*
- M. "Take the verbs first, when we get up and walk about what did you notice? Nothing about the ends?"
- B. "They all end in 'mus'."
- M. "Yes, and what does that mean, then?"
- B. "Us". *A laugh.*
- M. "Yes 'mus' is 'us', that is quite right. Now you just keep your ears open to-day, will you. Anything about the other words?"
- B. "Primus".
- M. "Another 'mus', eh? No, that is not 'us'. What do you say?"
- B². "Anyhow this is 'us'". *Laughter.*
- M. "Yes, there is the Latin 'us'. Latin mus, English us, but what of primus, secundus—and the rest—any other?
Perhaps a boy will see it, if not, the Master must mention Libellus.
- M. "And was 'us' the only ending?"
- B³. "No, sir, crēta".
- M. "Any other?"
- B⁴. "Baculum".
- M. "So we get us, a um. Well I will tell you about them—unless one of you can guess? What three things are there that you learn in grammar about the nouns?"
A boy will very likely answer—if not, the Master can tell them, but it is always best to get them to say it.
- B. "Three genders, sir".
- M. "Yes, masculine, feminine and neuter. And the odd thing is that Latin makes what we call the neuter things, which are not alive, masculine or feminine, very often; as if it were Mr. Copybook or Miss Chalk". *Laughter.*
- M. "The poor old stick is neither, it only serves to beat both of them".

If it is a mixed class, this matter of genders comes out at once and it is only necessary to add the explanation that things without life have gender.

In the Classroom.

- M. Salvēte.
Bs. Salvē.
M. Dicite : salvē tū quoque. *Repeats until they answer.*
Bs. Salvē tū quoque.
M. Scribe—tū quoque. *Boy writes on board.*
Scribite—*They write in books.*
M. and Bs. in chorus : a ā, e ē, i ī, o ō, u ū, ae, au, oe.

Drill in chorus :

Surgimus, ambulāmus, revenīmus, sedēmus. *This must be done, the first thing every day. The series of sounds may be dropped when quite familiar, but the conjugation drill should be done with variations of leaders every day.*

- M. Beckons to class.
Bs. Surgimus.
M. Surgitis! *pointing his finger at them.*
Bs. Ambulāmus.
M. Ambulātis! *pointing.*
Bs. Revenīmus.
M. Revenitis! *pointing.*
Bs. Sedēmus.
M. Sedētis! *pointing.*
M. beckons to two boys until they say—
B¹ and B². Surgimus.
M. Beckons to the rest until they say with him in chorus—
Chorus. Surgitis, *pointing their fingers at the two.*
M. Beckons to B¹ and B².
B¹ and B². Ambulāmus.
Chorus. Ambulātis, so revenīmus, sedēmus.

Repeat once or twice, always pointing the fingers. With some classes this may suffice for to-day; but a class of clever boys can take in the third person also. The Master must use his discretion, and, of course, if this part is postponed, the regular series must also be postponed from III to IV, and other portions in consequence. I put the third person in brackets therefore.

- [M. beckons to B¹ and B².
B¹ and B². Surgimus.
M. Beckons to rest of class.
Bs. Surgitis, *pointing their fingers.*

M. Surgunt. *As he says this he turns to the class, looking at them and jerking his thumb back at B¹ and B² (it is most important to use these gestures always, in the verb drill). Beckons to B¹ and B².*

B¹ and B². Ambulāmus.

Bs. Ambulātis.

M. Ambulant. *So with* Reveniunt, sedent.

M. *Beckons to B³ and B⁴.*

B³ and B⁴. Surgimus.

Chorus of M. and the rest, pointing to B³ and B⁴, Surgitis. Looking at each other, and jerking their thumbs at B³ and B⁴: Surgunt. With the usual formula, M. has the words ambulātis, etc., written.

M. Scribe—surgunt, ambulant, reveniunt, sedent.
Scribite.]

M. to B¹. Ego sum dominus ; quis es tū ?

B¹. Ego sum Prīmus.

M. Nōn, Prīmus es tū. Ego sum Dominus : quis es tū ? *until he answers.*

B¹. Prīmus sum ego.
So with others.

It is most important to get the words in the right order ; the answer to the question always comes first. In Latin, style and emphasis depend upon order ; and the right emphasis and the beginnings of style will become natural to boys if taught carefully from the beginning.

M. Ego sum Dominus, quis sum ego ?

B¹. Dominus es tū.

M. Ego sum Dominus, tū es Prīmus.

B¹. Prīmus sum ego, Dominus es tū.

M. to Bs. *pointing to B¹. Hic est Prīmus, pointing to B². ille est Secundus. Beckons to B³.*

B³. Hic est Prīmus, ille est Secundus.
So with others.

M. Scribe—hic, ille.

The next piece may also be postponed :—

[M. Ego sum Dominus ; nōmen est mihi Dominus.
Beckons to B¹ and repeats until he says—

B¹. Prīmus sum ego, Prīmus est mihi nōmen.
So with the others.

B. Prīmus est tibi nōmen.

M. Nōn ; mihi est nōmen Dominus, tibi est nōmen Prīmus : mihi (*pointing*) tibi (*pointing*). Scribe—mihi, tibi.
Scribite—

M. Prīmus est tibi nōmen—*Repeats until he says.*

B¹. Prīmus est mihi nōmen.

M. Scribe—est mihi nōmen, Scribite. Tu es Prīmus, Prīmus est tibi nōmen.

M. Dominus est mihi nōmen. Prīmus est tibi nōmen. Quid est mihi nōmen ?

B¹. Dominus est tibi nōmen. Prīmus est mihi nōmen.

M. Mihi (*pointing*) est nōmen Dominus, tibi (*pointing*) est nōmen Prīmus.

B. Mihi (*pointing*) est nōmen Prīmus, tibi (*pointing*) est nōmen Dominus.]

M. Bene.—Valēte.

Bs. Valē.

M. Nōn. Dicite. Valē tū quoque.—Valēte.

Bs. Valē tū quoque.

After the Lesson.

If it is not convenient to have a few minutes before and after, this part may be postponed until the next morning ; but the time must be found once at least in the early stages. I need not give question and answer in full, but the questions might be directed to discover, (1) whether the boys have got at the meaning of the second and third persons and, (2) whether they have noticed the differences in the vowels, itis, ātis, ītis, ētis, and unt, ant, unt, ent. They should be shown these, if not ; and they should be told that the Latin verbs are of four sorts, and that these endings once learnt they have learnt all the endings necessary for Latin verbs so far. Then they should be questioned as to mihi and tibi and nōmen.

M. “ You noticed that I used one or two words, which I did not ask you to repeat ”.

Perhaps they did not, but probably one did.

M. “ Well, what did I mean by quid ? ”

Someone will probably see this, especially if he has learnt French : “ What ”.

M. “ Very well, if you don't understand anything in future, just call out “ Quid ? ” and I'll tell you. And what is “ quis ? ”

Probably someone will know this, from the schoolboy's

"Quis? ego!"

"And what about bene?"

No answer.

M. "Don't you remember *bien*?"

B. "Very well".

M. "That's right, that is what I shall say when I am pleased with you. And just listen what I shall say if I am not".

There are many phrases and exclamations which can be inserted thus in passing, and if they are accompanied by proper gestures, or expressions of the face, they will tell their own meaning: ecce, male, o di immortales! are examples. If a boy asks their meaning, have them written upon the board and in the notebooks; if not leave them alone. If ever an English word is necessary, introduce it with "Anglicè—O immortal gods", for example, but do not have that written down.

Text of Record II.

M. Salvēte.

Boys. Salvē.

M. Dicite, Salvē tū quoque. Salvēte!

Boys. Salvē tū quoque.

M. Scribite in libellis, Salvē tū quoque.

All. Surgimus, ambulāmus, revenīmus, sedēmus.

Boys. Surgimus.

M. Surgitis!

Boys. Ambulāmus.

M. Ambulātis!

Boys. Revenīmus.

M. Revenītis!

Boys. Sedēmus.

M. Sedētis!

Boys. Surgimus.

B. Surgitis.

M. Surgunt.

Boys. Ambulāmus.

B. Ambulātis.

M. Ambulant.

Boys. Revenīmus.

B. Revenītis.

M. Reveniunt.

Boys. Sedēmus.

B. Sedētis.

M. Sedent. Ego sum dominus. Quis es tū?

B¹. Prīmus sum ego.

M. Quis es tū?

B². Secundus sum ego.

M. Quis es tū?

B³. Tertius sum ego.

M. Ego sum dominus, tū es prīmus.

B¹. Prīmus sum ego, tū es dominus.

M. Hic est prīmus, ille est secundus.

B³. Hic est prīmus, ille est secundus.

M. Hic est secundus, ille est tertius.

B¹. Hic est secundus, ille est tertius.

M. Hic est tertius, ille est prīmus.

B². Hic est tertius, ille est prīmus.

M. Haec est crēta. Quid est hōc?

Boys. Crēta est illa.

M. Hōc est baculum. Quid est hōc?

Boys. Baculum est illud.

M. Hic est libellus. Quid est hōc?

Boys. Libellus est ille.

M. Ego sum dominus, dominus est mihi nōmen. Tū es prīmus, prīmus est tibi nōmen. Quid est tibi nōmen?

B¹. Prīmus est mihi nōmen.

M. Quid est tibi nōmen?

B². Secundus est mihi nōmen.

M. Quid est tibi nōmen?

B³. Tertius est mihi nōmen.

M. Valēte.

Boys. Valē.

LESSON III.

Before the Lesson.

- M. " You see there were some new endings yesterday ; did you notice them ? "

If no one noticed the ending nōmen, this may be left for the present ; if noticed, it should be explained ; but quis and quid should be brought to mind again, and distinguished.

- M. " Now keep your ears open for something new at the end of the words to-day, and I think you know enough to tell me what I am doing, if I ask you. (*Sits*) What am I doing ? "
- B. " Sitting ".
M. " And now ? " *Leans back and shuts eyes.*
B. " Sleeping ".
M. " Right. Just keep it in mind. And notice another thing. You know the difference between ' I ' and ' Me ' ? "
Bs. " Oh, yes, sir ".
M. " Well look at the end of the Latin words to see that ".

In the Classroom.

- M. Salvēte.
Bs. Salvē tū quoque.
Chorus. a ā, etc.
M. Beckons : Drill.
Bs. Surgimus, etc.
M. Surgō, ambulō, reveniō, sedeō—*suits action to word, as usual.*
Surgō, beckons to boy.
B¹. Surgō.
M. Ambulō.
B¹. Ambulō.
So Reveniō, sedeō.
M. Scribe : scribite (the four words should be written in a line, leaving room below for what is to come) : *beckons to boy.*
B². Surgō.
M. (*to him*) Surgis, *to class, pointing thumb at him, looking at class*—Surgit. *Beckons to him.*
B². Ambulō.
M. (*to him*) Ambulās, *to class pointing at him, ambulat.* Beckons *to him.*
B². Reveniō.

- M. *as before*, Revenīs, revenit. Beckons—
B². Sedeō.

- M. *as before.* Sedēs, sedet.
Scribe.

The 2nd and 3rd persons of each should be written beneath the first.

- M. Scribite. *Pick up one book and turns to the clean page at the end, where they are now to write the four verbs in four columns, as on the board. Then he points to the space below the first and says, Scribite—surgimus (they write), surgitis (they write) surgunt (they write), and so with the others.*
M. *Shades his eye with one hand and stares at the wall ;* Vidēo. *Calls to boy to imitate him and the boy does so.*
B. Videō.
M. *to him, pointing ;* Vidēs, *to the class, always pointing as before,* Videt.
M. *Does as before :* Vidēo—to class : Quid faciō ? *perhaps the boys say* Vidēo. *Anyhow the Master repeats until they say—*
Bs. *pointing to Master.* Vidēs, *looking at each other, thumbs at* Master, Videt.
Drill.

- M. *Makes the gesture and beckons boy.* Vidē tū. *Boy may not understand at first but Master repeats till he imitates him.*
B. Videō.
M. Quid facis ?
B. Videō.
M. *to class.* Quid facit ?
Bs. Videt.
M. Scribe ; faciō, facis, facit. Scribite.
M. *Holds up book.* Hic est libellus, videō libellum.
Beckons to boys, until they imitate.
Bs. Hic est libellus, videō libellum. *So other boys.*
M. *Lays book down, goes away.* Ille est libellus, videō libellum.
Beckons to boy.
B. Ille est libellus, videō libellum.
M. Beckons to class.
Bs. Ille est libellus, videō libellum.
M. Haec est crēta, videō crētā (*looking at it.*)
So with the boys (they must not say haec unless they hold the chalk).
M. *Lays chalk on desk,* Illa est crēta, videō crētā.

- Bs. Illa est crēta, videō crētam.
 M. *Handing it to boy* : Dō tibi crētam.
 B. *Handing it back* : Dō tibi crētam.
 M. Dās mihi crētam—Dō tibi crētam, *repeated until he says*,
 B¹. Dās mihi crētam. *Gives it back with appropriate words, bene, etc.*
 M. Dō tibi libellum, etc., *as before*.
 M. Dō tibi baculum.
 M. Capiō baculum ; quid faciō ?
 B. Capis baculum.
 M. Capiō crētam. Scribō ; quid faciō ?
 B. Scribis (by this time they should be able to respond without leading).
 M. *Puts hand to ear*. Audiō. *Beckons*.
 B. Audiō.
 M. *to him*, Audīs, *to class* audit.
 M. Valēte.
 Bs. Valē tū quoque.

After the Lesson.

It is necessary to discover whether all have understood the relation of -um, -am and -us, -a. When that is understood, say that M is the general ending of the ME- case singular, though it is sometimes the I-case ; and that the commonest sign of the I-case singular is S or US, as Dominus.

Text of Record III.

- M. Salvēte.
 Boys. Salvē tū quoque.
 M. Surgō, ambulō, reveniō, sedeō. Surgō.
 B. Surgō, ambulō, reveniō, sedeō.
 B. Surgō.
 M. Surgis, surgit.
 B. Ambulō.
 M. Ambulās, ambulat.
 B. Reveniō.
 M. Revenīs, revenit.
 B. Sedeō.
 M. Sedēs, sedet. Videō : quid faciō ?

- B. Vidēs.
 M. Audiō : quid faciō ?
 B. Audīs.
 M. Vidē tū.
 B. Videō.
 M. Vidēs, videt. Audī tū.
 B. Audiō.
 M. Audīs, audit. Hīc est libellus : Videō libellum.
 B. Ille est libellus : videō libellum.
 M. Haec est crēta : videō crētam.
 B. Illa est crēta : vidēo crētam.
 M. Hōc est baculum : videō baculum.
 B. Illud est baculum : videō baculum.
 M. Vidē.
 B¹. Videō.
 M. Quid facit ?
 B². Videt.
 M. Audī.
 B¹. Audiō.
 M. Quid facit ?
 B². Audit.
 M. Scribō : quid faciō ?
 B. Scribis.
 M. Dō tibi crētam.
 B. Dō tibi crētam.
 M. Dās mihi crētam.—Dō tibi crētam.
 B. Dō tibi crētam.
 M. Dās mihi crētam : dat mihi crētam. Dō tibi libellum.
 B. Dās mihi libellum : dat mihi libellum.
 M. Valēte.
 Boys. Valē tū quoque.

LESSON IV.

There is nothing to warn for the fourth lesson, and all that has to be done, is to give, now or earlier, the questions about the accusative case. But tell them that if they are asked and don't know, to say, Nesciō.

In the Classroom.

M. Salvēte.
Bs. Salvē tū quoque.
Chorus. a, ā, etc.

Drill: All the persons are to be used henceforth, in their tabular order, with the proper gestures: Surgō (*done by one*), surgis, surgit (*by the rest*), surgimus (*by two others*), surgitis, surgunt (*by the rest*).

Short drill with videō, capiō, audiō, ad lib.

Short drill with quid est tibi nōmen, and quid est hōc, ad lib.

If a boy is absent, we may go on accordingly; if not, the picture part may come next. It is better to keep the following little scene with abest until someone really is absent, but it should not be delayed too long.

M. Primum videō, Secundum videō, Decimum nōn videō.
(*to boy*) Vidēsne Primum?
B. Videō Primum.
M. Vidēsne Secundum?
B. Videō Secundum.
M. Vidēsne Decimum?
B. Nōn videō Decimum.
M. Ubi est Decimus? Abest Decimus. (*To boy*) Ubi est Decimus?
B. Abest Decimus.
M. Abest Decimus, adsum ego. Respondēte! (*Holds up paper, apparently with list, which he checks*). Primus! (*Looking on list, pencil ready*).
B¹. Adsum.
M. (*Ticks him off*). Secundus!
B². Adsum.
M. (*So with the rest*).

M. (*Draws on board*)
Hic est lectulus: videō lectulum. (*Signals*).
Bs. Ille est lectulus: videō lectulum.
M. Scribe: Lectulus. (*So with the other new words*).



M. Hic est puer, videō puerum.
Bs. Ille est puer, videō puerum.



M. Hic est Decimus, videō Decimum. Quid facit Decimus?
B. Nesciō!
M. Aegrōtat Decimus.
B. Quid, aegrōtat?
M. *Makes a grimace, rubs his hand over his stomach, looks miserable. They smile. They have the main idea, that is enough.*

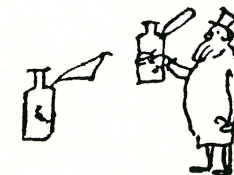
M. Hic est Medicus, videō Medicum.
Bs. Ille est Medicus, videō Medicum.



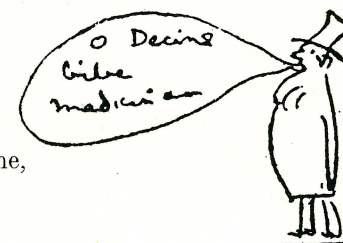
M. Haec est manus, videō manum.
Bs. Illa est manus, videō manum.



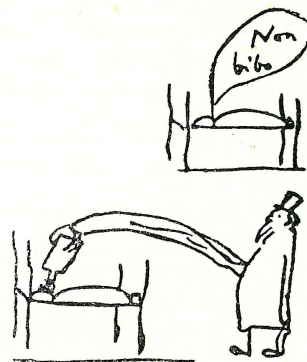
M. Haec est medicīna, videō medicīnam.
Bs. Illa est medicīna, videō medicīnam.
M. Medicus tenet medicīnam: quid facit medicus?
Bs. Tenet medicīnam medicus.



M. (*draws scroll*) Quid dicit medicus?
Bs. (*reading from board*) Ō Decime, bibe medicīnam!



M. Quid dicit Decimus ?
Bs. Nōn bibō !



M. Quid facit medicus ? Dat medicinam. Quid ?
Bs. Dat medicinam medicus.
M. Quid facit Decimus ?
Bs. Bibit medicinam Decimus.
M. Bene : dō tibi dōnum. (*Gives boy a picture-postcard*).
B. Dās mihi dōnum.
M. Valēte.
Bs. Valē tū quoque.

So long as the drawings can be recognised, it does not matter how crude they are. In fact, it will please the boys to think how much better they could have drawn them themselves. Of course, the picture is made up bit by bit, not the same thing done six times over. It is the greatest part of the pleasure to see the boy grow out of the bed, and the arm out of the doctor ; to see the remark growing out of their mouths in turn ; and finally, to see the doctor's arm rubbed out, and a long one grow out of him to tip the bottle into Decimus's mouth.

The gifts of cards, for any good work, are a great addition to the pleasure ; and they can be made useful if the Master procures a few dozen of the excellent British Museum cards, showing Roman emperors, antiquities, places and the like. Any one of those can be made the subject of an interesting lesson in Latin, by and by.

Text of Record IV.

M. Salvēte.
Boys. Salvē tū quoque.
M. Primum videō, secundum videō, tertium videō, decimum nōn videō. Vidēsne primum ?
B². Videō primum.
M. Vidēsne decimum ?

B². Nōn videō decimum.
M. Ubi est decimus ? Abest. Abest decimus.
B. Abest decimus.
M. Abest decimus, adsum ego. Respondēte. Primum !
B¹. Adsum.
M. Secundus !
B². Adsum.
M. Tertius !
B³. Adsum.
M. Hic est lectulus.
B. Ille est lectulus.
M. Hic est lectulus, videō lectulum.
Boys. Ille est lectulus, videō lectulum.
M. Hic est puer, videō puerum.
Boys. Ille est puer, videō puerum.
M. Hic est Decimus, videō Decimum.
Boys. Ille est Decimus, videō Decimum.
M. Quid facit Decimus ? Aegrōtat. Quid facit ?
Boys. Aegrōtat Decimus.
M. Hic est medicus, videō medicum.
Boys. Ille est medicus, videō medicum.
M. Haec est medicīna, videō medicinam.
Boys. Illa est medicīna. Videō medicinam.
M. Medicus tenet medicinam. Quid facit medicus ?
Boys. Tenet medicinam medicus.
M. Medicus dicit, ' Ō Decime, bibe medicinam.' Quid dicit medicus ?
Boys. Ō Decime, bibe medicinam.
M. Quid facit Decimus ?
B. Bibit medicinam.
M. Bene : dō tibi dōnum.
B. Dās mihi dōnum.
M. Valēte.
Boys. Valē tū quoque.

LESSON V.

This lesson brings in our first song, one of the "Chanties in Greek and Latin, written for traditional tunes", and published with the music by Blackwell (Oxford, 2/6). Here are one or two small variations in the words, to avoid the subjunctive mood; and the song is rehearsed in the major key instead of the minor. There was no reason for this last; it just happened so.

This lesson also introduces formally the imperative mood, which will be part of our drill in future. The boys should be warned to look out for what the master says when he tells them to do something; it has occurred already, but not been taught. The ablative case also comes in casually. If anyone asks about it, the master may think it convenient to carry on in that direction, e.g. with the *sedeō* in *sellā*, of lesson VII. If not, the phrases will be noted in a half-conscious way.

For drawing animals, it is necessary to get a few salient lines, marking out the peculiarities of each. An elephant or a camel is easy; for others, the best helps are Bewick's Birds and Quadrupeds, or his select Fables, or the old-fashioned books on Natural History, by Wood. All these are easy to get at second-hand. There is also an excellent series called *Recreative Drawing Copies*, by Sisson and Parker, Nottingham (Simpkin, Marshall & Co., London).

In the Classroom.

M. Salvēte.

Bs. Salvē tū quoque.

Drill as in last lesson. That done:

M. (*Beckoning to a boy*) Surgē.

B. Surgō.

The rest. Surgis, surgit, as usual.

M. (*Beckoning to two*) Surgite.

B^{2,3}. Surgimus.

The rest, as usual. Surgitis, surgunt.

M. Ambulā... (same process).

Ambulāte...

Revenī...

Revenīte...

Sedē...

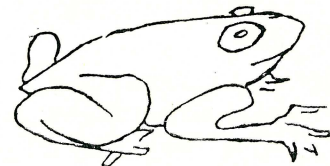
Sedēte...

Practise this, and write the imperatives on the board.

Revise the new words of last lesson: *lectulus*, *puer*, *medicus*, *medicīna*, *bibō*.

M. Haec est rāna, videō rānam.

Bs. Illa est rāna, videō rānam.



M. Rāna canit: quid facit rāna?

Bs. Canit rāna.

M. Quid canit rāna?

Bs. Quā, quā canit rāna.

M. Haec est aqua, videō aquam.

Bs. Illa est aqua, videō aquam.

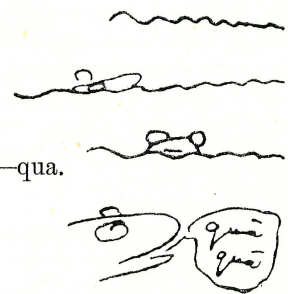
M. Quā quā canit ibi rāna,
quā quā sonat aqua—qua—qua—qua.

(*Sings*)—

Scribe in tabulā (*signs*).

Scribite in libellis (*signs*).

Canite vōs (*signs*).



Bs. *sing*.

M. *sings*: Quid vīs ubi canis illud?

Quā rē sonat aqua—qua—qua—qua?

Scribe (*signs*). Scribite (*signs*).

Anglicē, vīs, "do you want". Anglicē, Quā rē, "why?"

Canite vōs (*signs*).

Bs. *sing*.

M. Rāna canit: (*sings*).

Quīn dās aliquid edendum:

Hāc rē sonat aqua—qua—qua—qua.

Scribe (*signs*). Scribite (*signs*).

Anglicē, quīn dās, "why don't you give"; hāc rē, "therefore".

Hōc est aliquid edendum (*shows biscuit*).

Edō! (*nibbles*). Ecce, ēs! (*gives a bit to a boy*).

B. (*nibbles*) Edō!

- M. (*pointing to boy*) ēs ! (*to class, pointing thumb at boy*) ēst !
Scribe—edō, ēs, ēst.

Scribite.

(*To boy*) Dic, edō !

- B. Edō.

M. (*Signs to class*) then :

Chorus (*Pointing*) Es, ēst !

M. (*Sings again*) Quīn dās . . .

Canite vōs.

Bs. (*Sing*) Quīn dās : . . .

M. Hic est vermis, videō vermem.

Bs. Ille est vermis, videō vermem.



- M. (*Sings*)—Pergō dare tibi vermem :
Quae nunc sonat aqua—qua—qua—qua ?
Scribe in tabula (*signs*).
Scribite in libellis (*signs*).
Anglicē, pergō, “ I proceed ”.
Anglicē, dare, “ to give ”.

M. (*sings again*)—
Nunc vōs canite (*signs*).

Bs. (*sing*) Pergō . . .

M. Discite domī. Valēte.

Bs. Valē tū quoque.

After the Lesson (*or next morning*).

- M. “ Did you understand the song ? ”
B. “ Yes, sir ”.
M. “ What, all of it ? ”
B. “ All but one or two words ”.
M. “ What were those ? ”
(One or other boy will probably hit on ibi or ubi, although he ought to know ubi, and might be led through it to guess ibi.)
M. “ What is aliquid edendum ? ”
Bs. “ Biscuit, sir ! ”
M. “ Oh, not only a biscuit. Think : what is edō ? ”
(*pretends to nibble*).
B. “ Eat ”.
M. “ Yes, and edendum means ”—

B. “ Something to eat ”.

M. “ That is what aliquid edendum means. Now think. This is also aliquid edendum (*shows apple*), and this (*shows cheese*).”
Here someone may see the meaning ; but if not—

M. “ What is quid ? ”

B. “ What ”.

M. “ Then aliquid ? ”

Probably a boy will guess this before long.

One clever boy is a great help in the work ; for it is always better, and better remembered, if a boy gives the right answer, than if the master does.

The English words, it should be noticed, are all introduced as a foreign element, by Anglicē ; and so to introduce a few does no harm. In the case of the songs it is necessary, but in the class-work, very rarely so. But such words as sed, tamen, inde, cum, when they come in, generally need an English explanation. They could be learnt, of course, as our own language was learnt, by constant use in various connexions ; but there is not time enough for that, and a compromise must be made.

There is no need to explain each item exactly : quīn, for instance, or quā rē. The general sense must be taught first, then the grammar by degrees, as occasion serves. Boys may be led to use these turns of expression as they go on, before they are taught all about them.

If this lesson be too long for the class, it is easy to postpone a verse or two of the song, and do them later.

Text of Record V.

- M. Salvēte.
Boys. Salvē tū quoque.
M. Surge.
B¹. Surgō.
B², B³. Surgis, surgit.
M. Ambulā.
B¹. Ambulō.
B², B³. Ambulās, ambulat.
M. Revenī.
B¹. Reveniō.

B², B³. Revenīs, revenit.
 M. Sedē.
 B¹. Sedeō.
 B², B³. Sedēs, sedet.
 M. Surgite.
 Boys. Surgimus.
 Surgitis, surgunt.
 M. Ambulāte.
 Boys. Ambulāmus.
 Ambulātis, ambulant.
 M. Revenīte.
 Boys. Revenīmus.
 Revenītis, reveniunt.
 M. Sedēte.
 Boys. Sedēmus.
 Sedētis, sedent.
 M. Haec est aqua : videō aquam.
 Boys. Illa est aqua : videō aquam.
 M. Haec est rāna : videō rānam.
 Boys. Illa est rāna : videō rānam.
 M. Rāna canit : quid facit rāna ?
 Boys. Canit rāna.
 M. Quid canit ? Quā quā canit rāna.
 Boys. Quā quā canit rāna.
 M. Quā quā canit ibi rāna :
 Quā quā sonat aqua-qua-qua-qua.
 Scribe in tabulā, scribite in libellis. Canite vōs.
 Boys. Quā quā canit ibi rāna :
 Quā quā sonat aqua-qua-qua-qua.
 M. Rāna canit : Quid vīs . . . ? Anglicē, "What do you want ?
 Quid vīs ubi canis illud ?
 Quā rē sonat aqua-qua-qua-qua ?
 Canite.
 Boys. Quid vīs ubi canis illud ?
 Quā rē sonat aqua-qua-qua-qua ?
 M. Quīn dās, Anglicē, "Why don't you give ?"
 Quīn dās aliquid edendum ?
 Hāc rē sonat aqua-qua-qua-qua.
 Boys. Quīn dās aliquid edendum ?
 Hāc rē sonat aqua-qua-qua-qua.
 M. Quid est "edendum ?" Edō.
 B. Edō.

M. Edō, ēs, ēst. Ēs tū.
 B. Edō.
 M. Ēs, ēst. Hōc est aliquid edendum. Hīc est vermis : videō
 vermem.
 Boys. Ille est vermis : videō vermem.
 M. Pergō dare tibi vermem :
 Quae nunc sonat aqua-qua-qua-qua ?
 Boys. Pergō dare tibi vermem :
 Quae nunc sonat aqua-qua-qua-qua ?
 M. Dare, Anglicē, "to give".
 Valēte.
 Boys. Valē tū quoque.

LESSON VI.

Before the Lesson.

- M. You are going to be master to-day, or some of you, so don't be surprised. This stick is the sign of the master, so if I give it to you, you will know what that means, won't you ?
- Bs. (*grinning*) Oh, sir !
- M. Don't be hard on me, that's all, when I am a boy ; I am not hard on you, am I ?
- Bs. (*grin*).

In the Classroom.

- M. Salvēte.
- Bs. Salvē tū quoque.
- Chorus. a, ā, e, ē, etc.
- M. (*beckons*) Venī hūc, Prime : dō tibi baculum (*hands the stick*).
- B¹. (*taking it*) Dō tibi baculum.
- M. (*taking it back, and shaking his fist at him*) Ī in malam rem !
Ī in malam rem ! Venī tū (*to Secundus*).
- B². (*comes up*).
- M. Dō tibi baculum.
- B². Dās mihi baculum.
- M. Tū es Dominus.
- B². Ego sum Dominus.
- M. Perge.

(*If the boy does not understand what to do, the Master prompts him, with signs to call on some one, surge.*)

- B². to B³. Surge.
- B³. (*rising*) Surgō.
- B. etc. Surgis, surgit.
- B². to B³. and B⁴. Surgite.
- B², B⁴. Surgimus.
- B. etc. Surgitis, surgunt.

(*So with the rest of the drill. It should be done two or three times with different boys ; the master, if a boy did well, winding up such with :*)

- M. Bene : dō tibi dōnum.
- B. Dās mihi dōnum.

- M. Venī tū, dō tibi baculum, etc.
A variety is :
- M. Cape baculum.
- B. Capiō baculum. (*If master makes proper signs*). Then :
- B. etc. Capis baculum, capit baculum.
- M. (*makes signs, hisses*) Sitiō, sitiō ! (*looks round for glass of water, drinks a sip*) Bibō ! (*To boy*) Bibe tū !
- B. Bibō.
- M. (*makes signs to class*).
- B. etc. Bibis, bibit.
- M. (*revises frog and water, briefly*) Haec est aqua, videō aquam.
- B. etc. Illa . . .
- M. Rāna canit : (*sings*) Urget rabida sitis nōs :
Hāc rē sonat aqua—qua—qua—qua.
Scribe in tabulā.—
Scribite in libellis.—
Anglicē, urget, “ drives, urges ”.
Anglicē, rabida, ravening”.
Sitis—quid est sitis Anglicē ? (*draws in breath with a hiss*).
- B. “ Thirst ”.
- M. (*sings again*) Nunc vōs canite.
- Bs. (*sing*).
- M. Ego canō : (*sings*).
Circum bibe quod ubique est :
Nunc nōn sonat aqua—qua—qua—qua.
Scribe.—Scribite.—
Anglicē, ubique, “ everywhere ”.
Canite !
- Bs. (*sing*) : Circum . . .
- M. Discite domī. Valēte.
- Bs. Valē tū quoque.

After the Lesson.

- M. “ Did you get the meaning of all the words in that song ? ”
- B. Circum ?
- M. “ Oh, I say, don't you know what a circus is ? ” (*twirls his arm round*). That is circum ! “ Did you notice anything else new ? ” *Some one may ask about discite domī, or in malam rem ; if not, tell them not to go to sleep, and use the phrases again, until some one asks.*

Text of Record VI.

- M. Veni hūc, Prīme. Do tibi baculum.
 B¹. Dās mihi baculum.
 M. Tū es dominus : perge.
 B¹. Surge.
 B². Surgō.
 Bs. Surgis, surgit.
 B¹. Ambulā.
 B². Ambulō.
 Bs. Ambulās, ambulat.
 B¹. Revenī.
 B². Reveniō.
 Bs. Revenīs, revenit.
 B¹. Sedē.
 B². Sedeō.
 Bs. Sedēs, sedet.
 B¹. Surgite.
 B², B³. Surgimus.
 M. Surgitis, surgunt.
 B¹. Ambulāte.
 B², B³. Ambulāmus.
 M. Ambulātis, ambulant.
 B¹. Revenīte.
 B², B³. Revenīmus.
 M. Revenītis, reveniunt.
 B¹. Sedēte.
 B², B³. Sedēmus.
 M. Sedētis, sedent.
 Bene : dō tibi dōnum.
 B¹. Dās mihi dōnum.
 M. Dā mihi baculum.
 B¹. Dō tibi baculum.
 M. Capiō baculum.
 Boys. Capis baculum, capit baculum.
 M. Ego sum dominus. Sitiō, sitiō ! Bibō. Quid faciō ?
 Bs. Bibis.
 M. Urget rabida sitis nōs :
 hāc rē sonat aqua—qua—qua—qua.
 Canite.
 Boys. Urget rabida sitis nōs :
 hāc rē sonat aqua—qua—qua—qua.

- M. Rabida, Anglicē, “ ravening ” ; urget, Anglicē, “ urges or drives ” ; sitis, quid Anglicē ?
 Boys. “ Thirst ”.
 M. Circum bibe quod ubiquest.
 Nunc nōn sonat aqua—qua—qua—qua.
 Canite.
 Boys. Circum bibe quod ubiquest.
 Nunc nōn sonat aqua—qua—qua—qua.
 M. Haec est pila. Quid est hōc ?
 Boys. Pila est illa.
 M. Pila est in manū. Ubi est pila ?
 Boys. In manū est pila.
 M. Dēmīttō pilam.
 Boys. Dēmīttis pilam, dēmīttit pilam.
 M. Cadit pila, repetō pilam.
 B. Repetis pilam, repetit pilam.
 M. Iactō pilam.
 B. Iactās pilam, iactat pilam.
 M. Iactā ad mē.
 B. Iactās, iactat.
 M. Excipiō pilam.
 B. Excipis pilam, excipit pilam.
 M. Iactō ad tē. Tū excipis.
 B. Excipiō.
 M. Excipis, excipit. Iactō, excipiō, dēmīttō, cadit, repetō.
 Valēte.
 Boys. Valē tū quoque.

LESSON VII.

Before the Lesson.

- M. "Look out for something new to-day! Look at the ends of the words".

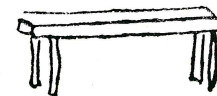
In the Classroom.

- M. Salvēte.
 Bs. Salvē tū quoque.
 Chorus. a, ā, etc.
 Drill on verbs: boys as master. Sing the song through once.
 M. (*touching chair*) Quid est hōc? (*No answer, or a boy says—he should be led to say if he does not—*)
 B. Nesciō.
 M. Sella est haec, videō sellam. (*Looks at it: signs*).
 Bs. Sella est illa, videō sellam.
 M. (*to boy*) Cape crētam. (*Gives it*).
 B¹. Capiō crētam.
 M. (*signs*) Ī ad tabulam.
 B¹. (*begins to go*).
 M. Dic, eō ad tabulam.
 B¹. Eō ad tabulam.
 M. Scribe: sella.
 B¹. Scribō.
 M. Revenī ad sellam. *Boy begins to go, Master says:*
 Dic, reveniō ad sellam.
 B¹. Reveniō ad sellam.
 M. Sedē in sellā.
 B¹. Sedeō in sellā.
 M. (*signals*).
 Chorus. Sedēs in sellā, sedet in sellā.
 M. (*going through the motions*): Surgō ex sella, ambulō ā sellā, reveniō ad sellam, sedeō in sellā. (*Beckons*) Venī tū; cape crētam.
 B². Capiō crētam.
 M. Ī ad tabulam.
 B². Eō ad tabulam.
 M. Scribe: ex sellā, ā sellā, ad sellam, in sellā. (*Writes*) Dā mihi crētam.
 B². Dō tibi crētam.

- M. Revenī ad sellam.
 B². Reveniō ad sellam.
 M. Sedē in sellā.
 B. Sedeō in sellā.
 M. Scribite in libellis (*signs*).

Drill with this, the master leading. Same, with imperative. Same, with boys leading. The details depend on time, or other convenience.

- M. Haec est mēnsa, videō mēnsam (*draws table*).



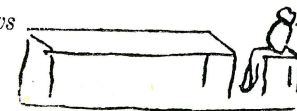
- Bs. Illa est mēnsa, videō mēnsam.

- M. Haec est sella, videō sellam (*draws chair*).



- Bs. Illa est sella, videō sellam.

- M. Hic est puer, videō puerum (*draws boy*).



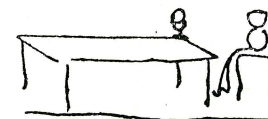
- Bs. Ille est puer, videō puerum.

- M. (*to boy*) Scribe: mēnsa, puer. (As before, the process can be summary, just a sign, without further talk, to save time).

- M. Quid facit puer?

- Bs. Sedet in sellā puer.

- M. Hōc est ōvum, videō ovum (*draws egg*).

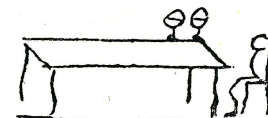


- Bs. Illud est ōvum, videō ōvum.

- M. Ōvum est in mēnsā. Ubi est ōvum?

- Bs. In mēnsā est ōvum.

- M. Duo ōva (*Draws another egg*), videō duo ōva.



- Bs. Illa est duo ōva.—

- M. Nōn, illa sunt duo ōva.

- Bs. Illa sunt duo ōva, videō duo ōva.

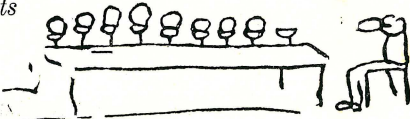
- M. (*draws a third*): Haec sunt tria ōva, videō tria ōva.

- Bs. Illa sunt tria ōva, videō tria ōva.

- M. (*so on up to ten*): Illa sunt quattuor ōva, quinque, sex, septem, octō, novem, decem...

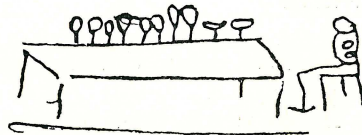
(To boy) Scribe in tabulā (signs) : ōvum, ōva, ūnum, duo . . . decem.—Scribite in libellis.

- M. (rubs out an egg, and puts it into boy's mouth) :
Puer ēst ūnum ōvum (signs).



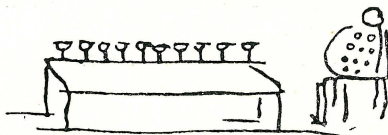
- Bs. Puer ēst ūnum ōvum.

- M. (rubs out second egg, put both inside him) : Puer ēst duo ōva.



- Bs. Puer ēst duo ōva.

- M. (does the same with the others in order, adding one to the boy each time, and accommodating his shape to its contents.)



- M. Puer ēst decem ōva.

- Bs. Puer ēst decem ōva.

- M. (holding out his hand) : haec est manus, videō manum.

- Bs. (each holding out hand) : haec est manus, videō manum.

- M. (holding up one finger) : Hic est digitus, videō digitum.

- Bs. (imitating) : Hic est digitus, videō digitum.

- M. Ūnus digitus, duo digiti, trēs . . . quattuor . . . so on to decem digiti (the boys repeating).—Scribe : ūnus digitus, duo digiti, Scribite.—

- M. (holds up two) Quot sunt hī ?
No answer.

- M. (wobbles them about) Quot, quot, quot ?
A bright boy answers :

- B. Duo.

- M. Quot sunt hī ?

- B. Trēs.

- M. Micā micā . . . carries on the game, ad lib.

- M. (holding up one finger) Ūnus digitus. (Holding up hand) :
Haec est ūna manus, videō ūnam manum.

- Bs. Illa est ūna manus, videō ūnam manum.

- M. (holds out two hands) Hae sunt duae manūs, videō duās manūs.

They will probably make some mistakes in the endings, and as soon as that occurs, the new forms must be written.

- M. Scribe : ūna manus, duae manūs, ūnam manum, duās manūs.

- M. Habeō duās manūs (signs) :

- Bs. (imitating) Habeō duās manūs.

- M. Scribe : habeō.—

- M. (touches his nose) Hic est nāsus, videō nāsum. (Squints at it.)
Laughter. (Signs).

- Bs. Hic est nāsus, videō nāsum. (Squint at it and laugh.)

- M. (pointing) Habeō ūnum nāsum.

- Bs. (pointing) Habeō ūnum nāsum.

- M. (points to one ear) Haec est auris, nōn videō aurem (signs).

- Bs. (imitate) Haec est auris, nōn videō aurem. (Laughter).

- M. (Points first to one ear, then to the other) Habeō ūnam aurem, habeō duās aurēs.

- Bs. (imitate) Habeō ūnam aurem, habeō duās aurēs.

- M. (touching eye) Hic est oculus, nōn videō oculum.

- Bs. (imitating) Hic est oculus, nōn videō oculum.

- M. (touching both eyes) Habeō duōs oculōs.

- Bs. (imitating) Habeō duōs oculōs.

- M. (touching mouth) Hōc est ōs, habeō ūnum ōs.

- Bs. (imitating) Hōc est ōs, habeō ūnum ōs.

- M. (touching tongue) Haec est lingua, habeō ūnam linguam.

- Bs. (imitating) Haec est lingua, habeō ūnam linguam.

- M. (touches his head) Hōc est caput, habeō ūnum caput.

- Bs. (imitating) Hōc est caput, habeō ūnum caput.

- M. (touching teeth) Hic est dēns, habeō dentem.

- Bs. (imitating) Hic est dēns, habeō dentem.

- M. (touching teeth) Hī sunt dentēs.

- Bs. (imitating) Hī sunt dentēs.

- M. (touching teeth) Hī sunt dentēs—quot ?—quot ?—quot sunt hī ?

- B. Nesciō !

- M. Scribe : nāsus, nāsōs, auris, aurēs, oculus, oculōs, ōs, lingua, caput, dēns, dentēs.—Scribite in libellis (signs).
Valēte.

- Bs. Valē tū quoque.

After the Lesson.

- M. "What did you hear that was new ? Take the sitting and moving first. (No answer.) Sedeō in sellā.

- B. " ' In ' is like English, isn't it, sir ? "

- M. "Yes. And ambulō ā sellā ? What about ā ?" (*No answer*).
 "Why, what did you do ?"
 B. "Walked away".
 M. "Then what is ā ?"
 B. "Away".
 M. "Yes, away from anything. What next ?"
 B. "Reveniō ad sellam, that must mean 'to'".
 M. "Quite right. And the other ?"
 B. "Surgō ex sellā, that is 'from' like ā, isn't it, sir ?"
 M. "Very nearly. It means 'out of'. Did you never hear of en ex-mayor, or an ex-chairman ?"
 B. "Oh yes, sir, when he's out of it, I suppose".
 M. "Just so. The ex-chairman is ex sellā, out of the chair, like you. (*Laughter*). "Anything else about the chair ?" (*No answer*).
 "What did I tell you to look at ?"
 B. "The end, sir".
 M. "Well, look at the end, then. What do you see at the end, or what do you hear at the end ? ex sellā-ā-ā ?"
 B. "A very long tail, sir !" (*Laughter*).
 M. "So it is, as long as a worm's—ille est vermis" (*makes a wriggling in the air. They laugh*). "But they were not all like that". (*Pause*).
 B. "Please, sir, ad sellam was the same as we have had before".
 M. "Right". Dō tibi dōnum (*gives him a picture-postcard, which he takes with a grin*).
 "Can you make me a grammar rule out of that ?" (*Pause*).
 A clever boy will answer, however, something like this :
 B. "Please, sir, it is long if you go from, but not if you go to."
 M. "Yes. And remember then, that the end is different for 'to' and 'from', and 'in' also, remember. That will be enough for the present about ends."

This lesson is too long for one ; but it can easily be subdivided according to the abilities of the class. The second part will come in useful to introduce the absence of Decimus, if that should occur opportunely.

Of course, the drawings are not made new every time, but bit by bit : table, chair, boy, eggs in order, then rubbed out one by one, and placed in the boy, whose outline is rubbed out each time to make room for the new ones.

- M. "But there are some new words. You understood nearly all, I know, but there was one I could not draw on the board."
 (*Pause : a boy may answer*) :

- B. "Habeō, but that means 'have', doesn't ? Sounds much the same".
 M. "Yes, and avoir in French, you know. They are really the same word at different ages, like a baby, and a boy, and a man".

A little talk may follow on these lines ; if they are interested there is enough for a long talk, on the derivation of French from Latin, and of many English words from French, and how we got them and when.

The game of Flash Finger was Roman. It was called micāre digitis, which will explain micā, micā, if it be asked for ; otherwise it may wait. The Romans actually used to say, quot sunt haec.

Text of Record VII.

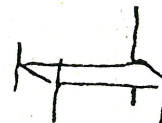
- M. Salvēte.
 Boys. Salvē tū quoque.
 M. Quid est hōc ? Sella est haec : sedeō in sellā. Dō tibi crētam : cape crētam : ī ad tabulam : scribe: revenī. Sedeō in sellā.
 Boys. Sedēs in sellā, sedet in sellā.
 M. Surgō ex sellā.
 Boys. Surgis ex sellā, surgit ex sellā.
 M. Ambulō ā sellā.
 Boys. Ambulās ā sellā, ambulat ā sellā.
 M. Reveniō ad sellam.
 Boys. Revenīs ad sellam, revenit ad sellam.
 M. Haec est mēnsa, videō mēnsam.
 Boys. Illa est mēnsa, videō mēnsam.
 M. Hic est puer, videō puerum.
 Boys. Ille est puer, videō puerum.
 M. Quid facit puer ?
 Boys. Sedet in sellā puer.
 M. Hōc est ōvum : ūnum ōvum, duo ōva, tria, quattuor, quinque, sex, septem, octō, novem, decem.
 Haec est manus, videō manum.
 Boys. Illa est manus, videō manum.
 M. Hic est digitus, videō digitum.
 Boys. Ille est digitus, videō digitum.
 M. Ūnus digitus, duo digitī, trēs digitī, quattuor digitī, quinque, sex, septem, octō, novem, decem. Quot sunt hī ?
 Boys. Duo.
 M. Micā, micā, quot sunt hī ?

Boys. Quattuor.
 M. Micā, micā, quot sunt hī ?
 Boys. Ūnus.
 M. Haec est manus : habeo ūnam manum.
 B. Haec est manus : habeo ūnam manum.
 M. Habeo duās manūs.
 Boys. Habeo duās manūs.
 M. Habeo ūnum nāsum.
 Boys. Habeo ūnum nāsum.
 M. Duo oculōs.
 Boys. Duo oculōs.
 M. Duās aurēs.
 Boys. Duās aurēs.
 M. Ūnum ōs.
 Boys. Ūnum ōs.
 M. Ūnam linguam.
 Boys. Ūnam linguam.
 M. Ūnum caput.
 Boys. Ūnum caput.
 M. Valēte.
 Boys. Valē tū quoque.

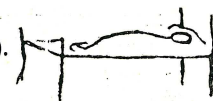
LESSON VIII.

In the Classroom.

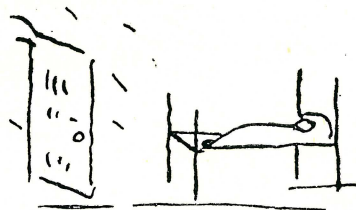
M. Salvēte.
 Bs. Salvē tū quoque.
 Chorus. a, ā, etc.
 Drill on surgō ex sellā.
 Drill on micāre.
 M. Veni hūc, tū (*signals*).
 B. Veniō.
 M. Dō tibi baculum, tū es Dominus.
 B. Dās mihi baculum, ego sum Dominus.
 M. Micā.
 B. Micā micā, quot sunt hī ?
 Bs. Trēs.
 B. Micā . . . etc., ad lib.
 M. Dā mihi baculum.
 B. Dō tibi baculum.
 M. Ego sum Dominus. (*Sits back in chair, closes his eyes, snores.*)
 Dormiō. (*Opens his eyes*) Vigilō (*beckons to boy*) :
 Dormi tū.
 B. (*imitates*) Dormiō.
 M. (*to him*) Dormis ; (*to class*) Dormit (*pointing at him with his thumb. The same with one or two others. Then with a pair.*)
 M. Dormite !
 B², B³. Dormimus.
 M. Dormitis, dormiunt. (*Drill.*)
 M. (*draws bed*) Hic est lectulus, videō lectulum.
 Bs. Ille est lectulus, videō lectulum.
 M. Scribe : lectulus.—Scribite.
 (*draws boy in bed*) Hic est puer, videō puerum.



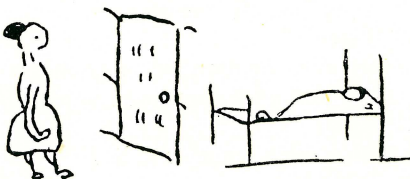
B. Ille est puer, videō puerum.
 M. Puer est in lectulō. Ubi est puer ?
 B. In lectulō est puer.
 M. Scribe : in lectulō (*under the word lectulus*).
 M. Quid facit puer ?
 B. Dormit puer.
 M. Ubi dormit puer ?
 B. In lectulō dormit puer.



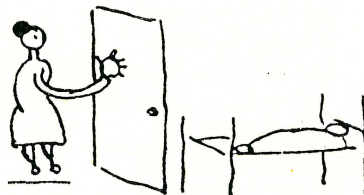
- M. (*draws door*) Haec est porta,
videō portam.
B. Illa est porta, videō portam
M. Scribe : porta.—Scribite.—



- M. (*draws maid*) Haec est
ancilla, videō ancillam.
B. Illa est ancilla, videō
ancillam.
M. Scribe : ancilla.—
Scribite.—



- M. (*knocks table*) Pultō mēnsam.
Ancilla pultat portam.
Quid facit ancilla ?
B. Pultat portam ancilla.
M. Scribe : pultō, pultat.—
Scribite.—



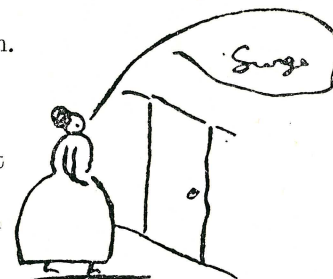
- M. (*draws scroll issuing out of the
maid's mouth*) Ancilla dicit,
'Surge.' Quid dicit ancilla ?
B. 'Surge' dicit ancilla.



- M. (*draws scroll from boy's mouth*)
Puer dicit, 'Nōn surgō.' Quid dicit
puer ?
Bs. 'Nōn surgō' dicit puer.



- M. (*Rubs out maid, draws mother*)
Haec est māter, videō mātrem.
Bs. Illa est māter, videō mātrem.
M. Scribe : māter, mātrem.
M. (*draws scroll out of her mouth*)
Mater dicit, 'Surge.' Quid dicit
māter ?
Bs. 'Surge' dicit māter.



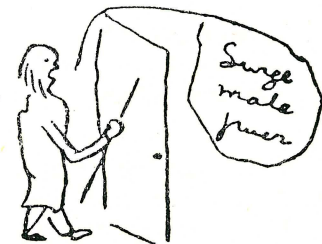
- M. (*draws scroll from boy's mouth*)
Puer dicit, 'I in malam rem.'
Quid dicit puer ?
Bs. 'I in malam rem,' dicit puer.
M. Scribe : i in malam rem.—
Scribite.



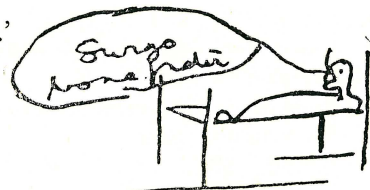
- M. (*rubs out mother, draws father with stick*)
Hic est pater, videō patrem.
Bs. Ille est pater, videō patrem.
M. Quid habet pater ?
Bs. Baculum habet pater.
M. Quid facit pater ?
Bs. Portam pultat pater.



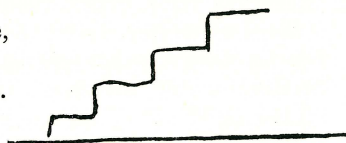
- M. Scribe : Pater, patrem.
(*draws scroll from father's lips*)
Pater dicit, 'Surge male puer.'
Quid dicit pater ?
Bs. 'Surge male puer,' dicit pater.



- M. (*rubs out words in boy's
scroll, and writes others*)
Puer dicit, 'Surgō, bone pater.'
M. Quid dicit puer ?
Bs. 'Surgō, bone pater,' dicit
puer.
M. Scribe : male, bone.—
Scribite.



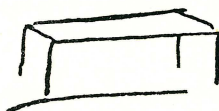
- M. (*draws stairs*) Hae sunt scālae,
vidēo scālās.
Bs. Illae sunt scālae, vidēo scālās.



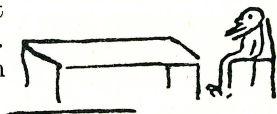
- M. (*draws boy descending*) Puer dēscendit
per scālās.—
Scribite. Quid facit puer?
Bs. Dēscendit per scālās puer.



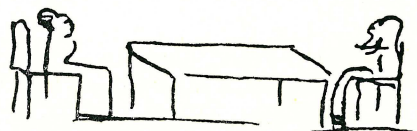
- M. (*draws table*) Haec est mēnsa, vidēo mēnsam.
Bs. Illa est mēnsa, vidēo mēnsam.



- M. (*draws chair and father*) Hīc sedet
pater in sellā, vidēo patrem in sellā.
Bs. Ille sedet pater in sellā, vidēo patrem
in sellā.



- M. (*draws mother*) Haec sedet
māter in sellā, vidēo
māterem in sellā.



- M. (*draws boy*) Hīc est puer, vidēo puerum.
Bs. Ille est puer, vidēo puerum.
M. Puer dīcit, 'Salvē pater, salvē tū quoque, māter.'
Quid dīcit?
Bs. Salvē pater, salvē tū quoque, mater.
M. Pater dīcit, 'Quārē sērō venīs?' Quid dīcit?
Bs. Quārē sērō venīs.
M. Puer dīcit, 'Dā veniam, pater.' Quid dīcit?
Bs. Dā veniam, pater.
M. Scribe: sērō, veniam.—Scribite.—
M. Pater dīcit, 'Dō tibi veniam, puer.' Quid dīcit?
Bs. Dō tibi veniam, puer.



- M. Puer dīcit, 'Dā mihi ōvum.' Quid?
Bs. Dā mihi ōvum.
M. Pater dīcit, 'Non est ōvum.' Quid?
Bs. Nōn est ōvum.
M. Puer dīcit, 'Dā mihi aliquid edendum.' Quid?
Bs. Dā mihi aliquid edendum.
M. Pater dīcit, 'Nihil est edendum.'
B¹. Quid, nihil?
M. Dō tibi dōnum. Vidē (*points to table*). Quid est in mēnsā?
(*No answer*). Nihil est in mēnsā! (*They smile*).
Quid dīcit pater?
Bs. Nihil est edendum.
M. Puer dīcit, 'Quārē nihil est edendum?' Quid?
Bs. Quārē nihil est edendum.
M. Pater dīcit, 'Quia sērō venīs.'—Scribe: nihil, quia.—
Scribite.
Discite domī.
Valēte.
Bs. Valē tū quoque.

After the Lesson.

- M. "You asked me one thing; I am glad. You understand what
nihil means, then?"
Bs. "Yes, sir, 'nothing'".
M. "Right. But you did not ask me what sērō means, or venia.
Why?"
Bs. "I thought I knew, sir. 'He wouldn't get up'".
M. "Do you think sērō means, 'he wouldn't get up'?"
Bs. "Not exactly, sir, but I somehow felt I knew what the old
man meant".
M. "What would your father say to you, if you wouldn't get up?"
Bs. "You're late".
M. "And what would you say?"
Bs. "Sorry".
M. "Well, that's about it. Sērō means 'late', and venia means—
think, now? (*No answer*). 'Pardon'".
"But there were some other endings you ought to have
noticed.—Indeed, you ought to have noticed them yester-
day. Anybody know?"
Bs. "Scālās?"
M. "Yes, and this (*holding out fingers*)?"
Bs. "Quot sunt hī?"
M. "Well, what about hī?"
Bs. "I suppose that is the plural, sir".

- M. "Yes: hī sunt digitī, videō digitōs."
 B. "Oh, that's easy, sir; 'I' and 'me' cases."
 M. "Quite right. And scālae, scālās? What did I tell you about the 'me' case in the singular?
 B. "Letter *m*, 'me', letter *s*, 'I'."
 M. "But not in the plural, where *s* is 'us'. However, just keep your wits about you, and we will sort them all out before long".

Text of Record VIII.

- M. Salvēte.
 Boys. Salvē tū quoque.
 M. Dormiō. Dormī tū.
 B¹. Dormiō.
 M. Dormīs, dormit. Dormīte!
 Boys. Dormimus.
 M. Dormītis, dormiunt. Hīc est lectulus.
 B. Ille est lectulus.
 M. Hīc est puer. Quid facit?
 B. Dormit.
 M. Dormit in lectulō puer. Haec est porta.
 Boys. Illa est porta.
 M. Haec est ancilla.
 Boys. Illa est ancilla.
 M. Ancilla pultat portam. Ancilla dīcit, 'Surge!'
 Puer dīcit, 'Nōn surgō.' Haec est māter.
 Boys. Illa est māter.
 M. Māter pultat portam. Dīcit, 'Surge!' Puer dīcit, 'Ī in malam rem.' Quid dīcit?
 Boys. Ī in malam rem.
 M. Hīc est pater: pater habet baculum: pater pultat portam, dīcit, 'Surge, male puer.' Puer dīcit, 'Surgō, bone pater.' Hae sunt scālae. Puer dēscendit per scālās. Quid facit?
 Boys. Dēscendit per scālās puer.
 M. Haec est mēnsa: haec est sella. Sedet in sellā pater, sedet in sellā māter. Puer venit. Dīcit, 'Salvē pater, salvē tū quoque māter.' Pater dīcit, 'Quārē sērō venīs?' Puer dīcit, 'Dā veniam pater.' Pater dīcit, 'Dō tibi veniam'. Puer dīcit, 'Dā mihi ōvum quoque.' Pater dīcit, 'Nōn est ōvum.' 'Quārē nōn est ōvum?' 'Quia sērō venīs.' 'Dā mihi aliquid edendum.' Pater dīcit, 'Nihil est edendum.' 'Quārē nihil est edendum?' 'Quia sērō venīs.'
 Valēte.
 Boys. Valē tū quoque.

LESSON IX.

In the Classroom.

- M. Salvēte.
 Bs. Salvē tū quoque.
 Chorus. a, ā, etc.
 Drill on verbs: surgō ex sellā, with different leaders.
 M. (*draws on board table, bed, door, maid, mother, father, and asks what they are*). Quid est hōc? ... Then the Frog song.

- M. (*draws figure*): Hīc est Iacchus, videō Iacchum.
 Bs. Ille est Iacchus, videō Iacchum.



- M. (*points to head*) Hoc est caput Iacchī, videō caput Iacchī.
 Bs. Illud est caput Iacchī, videō caput Iacchī.



- M. (*adds nose*) Hīc est nāsus Iacchī, videō nāsum Iacchī.
 Bs. Ille est nāsus Iacchī, videō nāsum Iacchī.



- M. (*adds eyes*) Hīc est oculus Iacchī, videō oculum Iacchī.
 Bs. Ille est ... etc.



- M. (*adds mouth*) Hōc est ōs Iacchī, videō ōs Iacchī.
 Bs. Illud est ... etc.



- M. (*adds ear*) Haec est auris Iacchī, videō aurem Iacchī.
 Bs. Illa est ... etc.



- M. (*adds one hair*) Hīc est capillus Iacchī, videō capillum Iacchī.
 Bs. Ille est ... etc.



- M. (*adds another hair*) Hīc est secundus capillus Iacchī, videō secundum capillum Iacchī.
 Bs. Ille est secundus ... etc.



M. (*adds a third*) Hic est tertius capillus Iacchī, videō
tertium capillum Iacchī.



Bs. Ille est tertius... etc.

M. Trēs capillōs habet Iacchus.

Bs. Trēs capillōs habet Iacchus.

M. (*draws each, as he speaks*): Haec est domus Iacchī,
videō domum Iacchī.



Bs. Illa est domus... etc.

M. Scribe: Domus.

Hoc est frūmentum, videō frūmentum.

Bs. Illud est... etc.



M. Scribe: Frūmentum.

Frūmentum est in domō Iacchī. Ubi est frūmentum?

Bs. In domō Iacchī est frūmentum.

M. Hic est mūs, videō mūrem.

Bs. Ille est mūs, videō mūrem.



M. Scribe: Mūs.

Mūs ēst frūmentum. Quid facit mūs?

Bs. Ēst frūmentum mūs.

M. Quod frūmentum? Quod est in domō Iacchī.

Hic est mūs, quī ēst frūmentum, quod est in domō Iacchī.
Quid?

Bs. Ille est mūs, quī ēst frūmentum, quod est in domō Iacchī.

M. (*draws cat*): Haec est fēlēs, videō fēlem.

Bs. Illa est fēlēs, videō fēlem.

M. Scribe: Fēlēs.

Fēlēs ēst mūrem. Quid facit fēlēs?

Bs. Ēst mūrem fēlēs.



M. (*pointing in turn to each*):

Haec est fēlēs, quae ēst
mūrem, quī ēst frūmentum,
quod est in domō Iacchī.

Bs. Illa est fēlēs... etc.



M. (*draws dog*): Hic est canis, videō canem.

Bs. Ille est canis, videō canem.

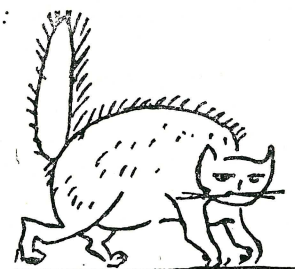


M. (*draws cat opposite dog, bristling*):
Canis vexat fēlem (*signs*).

Bs. Canis vexat fēlem.

M. Scribe: vexat fēlem.

Hic est canis, qui vexat fēlem,
quae ēst mūrem, quī ēst frū-
mentum, quod est in domō
Iacchī.



Bs. (*as master points in turn to each
picture*): Ille est canis—quī
vexat fēlem—quem ēst mūrem—quī ēst frūmentum—quod
est in domō Iacchī.

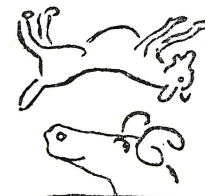
M. (*draws cow*): Haec est vacca, videō vaccam.

Bs. Illa est vacca, videō vaccam.



M. Vacca iactat canem. Scribe:

Haec est vacca, quae iactat canem,
quī vexat fēlem, quae ēst mūrem,
quī ēst frūmentum, quod est in domō
Iacchī.



Bs. (*as master points to each*) Illa est vacca—
quae iactat canem—quī vexat fēlem,
—quae ēst mūrem—quī ēst frūmentum—quod est in domō
Iacchī.

M. Haec est puella, videō puellam.

Bs. Illa est puella, videō puellam.

M. Puella mulget vaccam. Quid
facit?

Bs. Mulget vaccam puella.

M. Scribe: Puella mulget vaccam.

—Scribite.—Haec est puella,
quae mulget vaccam, quae
iactat canem, quī vexat
fēlem, quae ēst mūrem, quī
ēst frūmentum, quod est in domō Iacchī.



Bs. (*as master points*) Illa est puella . . . etc.

M. (*draws ragged lad*) : Hic est iuuenis, videō iuuenem.

Bs. Ille est iuuenis, videō iuuenem.

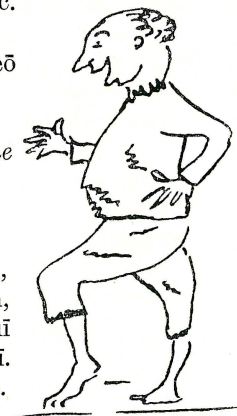
M. Iuuenis ōsculat puellam (*blows a kiss at the picture*).

Scribe : iuuenis ōsculat puellam.—

Scribite.—

Hic est iuuenis, quī ōsculat puellam, quae mulget vaccam, quae iactat canem, quī vexat fēlem, quae ēst mūrem, quī ēst frūmentum, quod est in domō Iacchī.

Bs. (*as master points*) : Ille est iuuenis, . . . etc.



M. Hic est sacerdos, videō sacerdotem.

Bs. Ille est sacerdos, videō sacerdotem.

M. Scribe : sacerdos.—Scribite.—

Sacerdos iungit iuuenem et puellam. Quid facit ?

Bs. Iungit iuuenem et puellam. (*Goes through scene of joining two boys' hands, and mumbling something over them.*)

M. Scribe : iungit—iuuenem—et—puellam.

Hic est sacerdos, quī iungit iuuenem et puellam, quae mulget vaccam, quae iactat canem, quī vexat fēlem, quae ēst mūrem, quī ēst frūmentum, quod est in domō Iacchī.

Bs. (*as master points*) Ille est sacerdos . . . etc.

M. (*draws cock*) : Hic est gallus, videō gallum.

Bs. Ille est gallus, videō gallum.

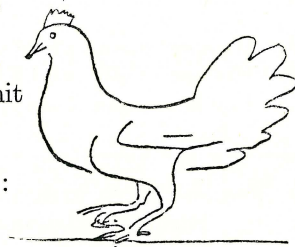
M. Gallus canit, Cocococō ! Quid canit gallus ?

Bs. Cocococō canit gallus.

M. Gallus vocat sacerdotem.—Scribe : gallus—vocat. Quid facit ?

Bs. Vocat sacerdotem.

M. Hic est gallus, quī vocat sacerdotem, quī iungit iuuenem et puellam, quae mulget vaccam, quae iactat canem, quī vexat fēlem, quae ēst mūrem, quī ēst frūmentum, quod est in domō Iacchī.



Bs. (*as master points*) Ille est gallus . . . etc.

M. Nunc canō ego.

Cocococō, cocococō.

Ō galle, cūr canis tū, canis tū, canis tū,

Sonō replēns locum ?

Aurōra nunc venit, nox ātra diffugit,

Cocococō, cocococō.

Scribe.—Scribite.—

Anglicē : cūr, " why ".

sonus, " sound ".

replēns, " filling ".

locus, " place ".

nox, " night ".

ātra, " black ".

diffugit : quid est, Tempus fugit ? (*They look intelligent*).

Scribite.

M. Canite.

Chorus. *They all sing together.*

M. Cocococō, cocococō.

Ō galle, cūr silēs tū, silēs tū, silēs tū,

Nec ōre dās sonum ?

Quandō venit diēs, dūrus venit labor :

Cocococō, cocococō.

Scribe tū in tabulā.—Scribite.—

Ōre—hōc est ōs (*pointing*) : ex ōre nōn dat sonum.

Anglicē, quandō, " when ".

dūrus, " hard ".

Canimus.

Chorus. (*They sing together*).

M. Discite domī. Valēte.

Bs. Valē tū quoque.

After the Lesson.

M. " Did you notice anything ? In the story ? You knew what that was, of course ".

B. " Yes, sir, the house that Jack built ".

M. " Well, all the things were clear enough ; what about the endings ? " (*No answer.*) " One little word kept coming again and again "—

- B. "Oh yes, sir, we knew that, from French".
 M. "And did you know why it had different endings?"
 B. "Genders, sir".
 M. "What were they, do you remember?"
 B. "Quod, quī, quae".
 M. "Put them in another order, and you get masculine, feminine and neuter: quī, quae, quod. You see, it is Mrs. Cow, of course, but always Mr. Dog and Miss Cat; I don't know why.
 In the cock-a-doodle-doo song, there were rather a lot of new words, but I think you would have spotted some of them".

Text of Record IX.

- M. Salvēte.
 Boys. Salvē tū quoque.
 M. Hic est Iacchus: videō Iacchum.
 Boys. Ille est Iacchus: videō Iacchum.
 M. Quid est hōc?
 Boys. Caput est illud.
 M. Hōc est caput Iacchī. Quid est hōc?
 Boys. Caput Iacchī est illud.
 M. Hic est oculus. Quid est hōc?
 Boys. Oculus est ille.
 M. Hic est oculus Iacchī. Hic est nāsus Iacchī.
 Haec est auris Iacchī. Haec est domus Iacchī: videō domum Iacchī.
 Boys. Illa est domus Iacchī: videō domum Iacchī.
 M. Hōc est frūmentum. Ubi est frūmentum? In domō Iacchī est frūmentum. Ubi est?
 Boys. In domō Iacchī est frūmentum.
 M. Hōc est frūmentum quod est in domō Iacchī. Hic est mūs: videō mūrem.
 Boys. Ille est mūs: videō mūrem.
 M. Ēst frūmentum mūs. Hic est mūs, quī ēst frūmentum, quod est in domō Iacchī. Haec est fēlēs: videō fēlem.
 Boys. Illa est fēlēs: videō fēlem.
 M. Fēlēs ēst mūrem. Haec est fēlēs, quae ēst mūrem, quī ēst frūmentum, quod est in domō Iacchī. Hic est canis, quī vexat fēlem... Haec est vacca, quae iactat canem...
 ... Haec est puella, quae mulget vaccam... Hic est iuvenis, quī ōsculat puellam... Hic est sacerdos, quī iungit

iuvenem et puellam... Hic est gallus, quī vocat sacerdotem, quī iungit iuvenem et puellam, quae mulget vaccam, quae iactat canem, quī vexat fēlem, quae ēst mūrem, quī ēst frūmentum, quod est in domō Iacchī.
 Valēte.

Boys. Valē tū quoque.

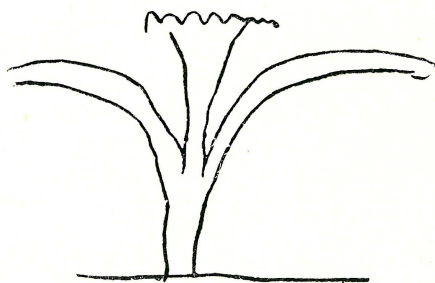
LESSON X.

In the Classroom.

- M. Salvēte.
 Bs. Salvē tū quoque.
 Chorus. a, ā, etc.
 Drill: verbs.
 Song: Cocococō.
 Song: "The Frog".

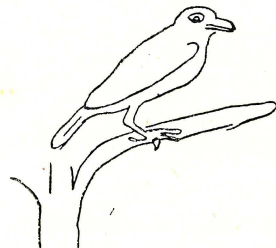
Run through the House that Jack built, with just a line or two for each picture, enough to identify it:

- Haec est domus—hic est mūs—etc. Then backwards:
 Bs. Ille est gallus, quī vocat . . . etc.



- M. Haec est arbor, videō arborem.
 Bs. Illa est arbor, videō arborem.

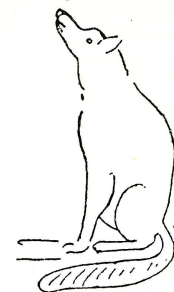
- M. Hic est corvus, videō corvum.
 Bs. Ille est corvus, videō corvum.
 M. (shows a piece of cheese): Hic est cāseus, videō cāseum.
 Bs. Ille est cāseus, videō cāseum.



- M. Scribe: arbor, corvus, cāseus.—Scribite.—
 (draws cheese in crow's beak): Corvus habet cāseum. Quid habet corvus?
 Bs. Cāseum habet corvus.
 M. Quis habet cāseum?
 Bs. Corvus habet cāseum.



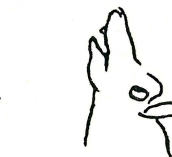
- M. Haec est volpēs, videō volpem.
 Bs. Illa est volpēs, videō volpem.
 M. Scribe: volpēs.—Scribite.—
 Volpēs nōn habet cāseum: Volpēs volt cāseum edendum. Quid volt?
 Bs. Cāseum edendum volt.



- M. (draws scroll out of fox's mouth):
 Volpēs dicit, 'Ō corve, cane!' Quid dicit volpēs?
 Bs. Ō corve, cane!
 M. Corvus canit, 'Cā, cā.' Quid canit corvus?
 Bs. 'Cā, cā' canit corvus.



- M. Cāseus cadit (draws it falling).
 Quid facit cāseus?
 Bs. Cadit cāseus.
 M. Scribe: cadit.—Scribite.—



- Aperit ōs volpēs. (Opens his own mouth). Quid facit volpēs?
 Bs. Aperit ōs volpēs.
 M. Scribe: aperit.—Scribite.—

Ēst cāseum volpēs. (Closes the fox's mouth, makes his body fatter, draws cheese within.)
 Ridet volpēs. (Laughs, and draws up corners of fox's mouth.) Scribe: ridet.—Scribite.—



Lacrimat corvus. (*Draws tears dropping from the crow's eyes.*)

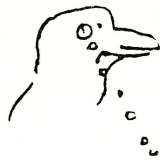
Quid facit corvus ?

Bs. Lacrimat corvus.

M. Corvus dicit, 'Ī in malam rem.'

Scribe : lacrimat.—Scribite.—

Haec est pila (*shows ball*). Quid est hōc ?



Bs. Pila est illa.

M. Pila est in manū. Ubi est pila ?

Bs. In manū est pila.

M. (*drops it*) : Dēmīttō pilam. Cape tu, dēmītte.

B¹. Dēmīttō (*drops it*).

M. Dēmīttis, dēmīttit.

M. Scribe : pila, dēmīttō.

Dā mihi pilam.

B¹. Dō tibi pilam.

M. Dēmīttō pilam (*drops it*), cadit pila, repetō pilam (*picks it up*). (*Throws it to a boy*) : iactō pilam, tū excipis pilam. Iactā ad me ! (*holds out hands : boy throws*) : iactās—excipiō. Scribe : iactō, excipiō, repetō.—Scribite.—

The game may go on ad lib., and the phrases ad te, ad mē, may be added.

M. Valēte.

Bs. Valē tū quoque.

Text of Record X.

M. Salvēte.

Boys. Salvē tū quoque.

M. Hic est gallus : canit gallus. Canit cocococō.

Cocococō, cocococō.

Ō galle cūr canis tū, canis tū, canis tū,

Sonō replēns locum ?

Aurōra nunc venit, nox ātra diffugit.

Cocococō, cocococō.

Canite.

Boys. Cocococō, cocococō.

Ō galle cūr canis tū, canis tū, canis tū,

Sonō replēns locum ?

Aurōra nunc venit, nox ātra diffugit.

Cocococō, cocococō.

M. Cūr, Anglicē, "why"; sonus, Anglicē, "sound"; replēns, Anglicē, "filling"; ātra, Anglicē, "black"; diffugit, scītisne *Tempus fugit* ?

B. Sciō.

M. Cocococō, cocococō.

Ō galle, cūr silēs tū, silēs tū, silēs tū,

Nec ōre dās sonum ?

Quando venit diēs, dūrus venit labor.

Cocococō, cocococō.

Canite.

Boys. Cocococō, cocococō.

Ō galle, cūr silēs tū, silēs tū, silēs tū,

Nec ōre dās sonum ?

Quandō venit diēs, dūrus venit labor.

Cocococō, cocococō.

M. Ōre—hōc est ōs. Ex ōre dat sonum. Scītisne ?

B. Sciō.

M. Hic est corvus : videō corvum.

Boys. Ille est corvus : video corvum.

M. Haec est arbor : videō arborem.

Boys. Illa est arbor : video arborem.

M. Hōc est rōstrum, hīc est cāseus : video cāseum.

Boys. Ille est cāseus : video cāseum.

M. Aperit rōstrum corvus. Quid facit ?

Boys. Aperit rōstrum corvus.

M. Tenet cāseum corvus. Quid facit ?

Boys. Tenet cāseum corvus.

M. Haec est volpēs : videō volpem. Volpēs non habet cāseum.

Volpēs vōlt cāseum edendum. Volpēs dicit, 'Corve, cane !'

Corvus canit, 'Cā, cā.' Cadit cāseus. Ēst cāseum volpēs.

Rīdet volpēs. Lacrimat corvus.

Valēte.

Boys. Valē tū quoque.

Further Work.

It will be seen that by this time the Present Indicative Active has been learnt in all conjugations; and all the cases have been naturally introduced. But the dative has been used only with *mihi* and *tibi*. The next step should be to use the material already given, for the dative case of nouns: e.g.

Dō tibi crētam,

Then to the rest,

Dō Primō crētam,

and so forth. By grouping two together, the cases of the plural can be introduced:

Dō tibi dōnum—tibi quoque dō dōnum,

Then to the rest:

Dō Primō et Secundō dōna; dō duōbus pueris dōna
(*holding up two fingers*). Then later:

Hōc est Primī capet, hōc est Secundī caput, haec sunt
duōrum puerōrum capita.

The most effective way is to invent new stories, especially animal stories; plenty can be found in Aesop's Fables, or collections of stories for children. Let them be perfectly simple; there is no great tax on the master there.

The stories, once made familiar, can easily be used to introduce adjectives: *magnus* and *parvus*, for example; words meaning colour, which can be illustrated by things; words like *longus*, which can be illustrated by gestures or lines on the board.

As soon as a beginning has been made thus, the reading-book should be placed in the boys' hands. This will guide the master step by step; but it will always be a help to revert to a story or a song, now and then. The Readers which these lessons are meant to lead up to are: *Initium*, by R. B. Appleton (Cambridge University Press, 4/-), together with the *Teacher's Companion to Initium* (1/6), which contains further practical hints. This book is enough for the first year; in the second year follows *Pons Tironum* (Bell, 1/6), one term, and in the next term *Puer Romanus* and *Ludi Persici* (Clarendon Press, Second ed. 2/6).

The songs were taken from Chanties in Greek and Latin, by W. H. D. Rouse (Blackwell, Oxford, Second Ed. 2/6), the Latin songs (without music) being published separately at sixpence.

For work in later years, consult Latin on the Direct Method, by W. H. D. Rouse and R. B. Appleton (London University Press).

The "Series", as it is called, that is, the four verbs *surgō*, *ambulō*, *reveniō*, *sedeō*, are repeated every day until they become second nature; and this series can be used both to introduce and to practise other tenses of the verb, when the time comes. The master says the new forms first, then makes the class repeat them, then has them written down in the usual way, and finally copied in the proper order in the boys' fair-copy notebooks.

Thus, for the future:

M. (*sitting*) *Surgam*, (*rising*) *surgō*.

(*standing*) *Ambulābō*, (*walking*) *ambulō*.

(*standing still*) *Reveniam*, (*moving back*) *reveniō*.

(*standing by seat*) *Sedēbō*, (*sitting down*) *sedeō*.

For the second and third persons, he makes one boy say:

B. *Surgam*.

M. *Surgēs*—and so forth.

Then the plural, then varied drill with different boys.

For the past tense:

M. (*rising*) *Surgō*, (*standing still*) *surrexī*.

(*walking*) *Ambulō*, (*standing still*) *ambulāvī*.

(*moving back*) *Reveniō*, (*standing still*) *revēnī*.

(*sitting down*) *Sedeō*, (*sitting still*) *sēdī*.

The same process for the imperfect; but the difference between these two tenses must be explained in English. The imperfect may be put in a different order with some advantage, thus:—

M. (*rising very slowly*) *Sedēbam*, *surgō*.

(*walking*) *Surgēbam*, *ambulō*.

(*moving back*) *Ambulābam*, *reveniō*.

(*sitting*) *Reveniēbam*, *sedeō*.

In the second year, many difficult constructions can be explained and practised with the same four verbs. Thus, purpose:

M. *Surgō ut ambulem*;
ambulō ut reveniam;
reveniō ut sedeam;
sedeō ut surgam.

or in the past tense :

- M. Surgō : surrexī ut ambulārem ;
ambulō (*stands*), ambulāvī ut revenīrem ;
reveniō (*stands*), reveniēbam ut sedērem ;
sedeō (*sits*), sedēbam ut surgerem.

Or the conditions :

M. Sī mihi permittēs, surgam.

B¹. Permittō ut surgās.

M. Surgō. Sī mihi permittēs, ambulābō.

B¹. Permittō ut ambulēs.

M. Ambulō, etc.

So, imperō ut surgās, imperō nē surgās, (to which a boy may
reply : At tamen surgam—surgō !)

And, Sī mihi nōn permīssisses, nōn surrexissem, etc.

Similarly with vetō and sinō, with the infinitive. Quite amusing
dramatic scenes can be made out of these materials :

A. Surgam.

B. Prohibeō nē surgās.

A. Nōn potes prohibēre quōminus surgam—surgō !
Ambulābō, etc.

This may be left to the ingenuity of the master.

MEMORANDA.

MEMORANDA.

(68)

MEMORANDA.

(69)

MEMORANDA.

LINGUAPHONE CONVERSATIONAL COURSES

for beginners and advanced students are now ready in

ENGLISH, FRENCH, GERMAN, SWEDISH, DUTCH,
SPANISH, PORTUGUESE, ITALIAN, RUSSIAN,
POLISH, CZECH, FINNISH, IRISH, AFRIKAANS,
ESPERANTO, HEBREW, HINDUSTANI, CHINESE,
ARABIC and PERSIAN.

Each Course consists of interesting conversational and descriptive lessons, supplied with all the necessary text books in an attractive carrying case.

LINGUAPHONE TRAVEL COURSES

in ENGLISH, FRENCH and ITALIAN.

Each Course consists of 30 interesting and instructive talks contained on 15 double-sided 10-inch records. They take you for a tour through Great Britain, France or Italy accompanied by a guide who describes to you, clearly and interestingly, the principal objects of interest in each place visited, and talks to you about the Art, Music, History, Geography, etc., of his country. Supplied complete with text-book in an attractive carrying-case.

LINGUAPHONE LITERARY COURSES

are available in

**ENGLISH, FRENCH, ITALIAN, SPANISH
and GERMAN.**

Each course consists of specially selected extracts, in prose and poetry from the works of the most famous writers in each language, recorded on double-sided 12-inch records. Each set complete with text-book in an attractive carrying-case. There is also a Literary Course in Esperanto—consisting of 5 double-sided 12-inch records supplied with text in an attractive Album.

For further particulars, write to :

THE LINGUAPHONE INSTITUTE,
(LINGUAPHONE LTD.)

Dept. A, Linguaphone House, 209, Regent Street, London, W.1.

TWO UNIQUE RECORDS

Spoken by

BERNARD SHAW

"Spoken English and Broken English"

These interesting records were specially made for the benefit of Linguaphone students by the great writer Bernard Shaw. He wrote for the purpose a special article entitled "Spoken English and Broken English," and he has recorded the speech on two twelve-inch double-sided records, which have been autographed by him.

Apart from the educational value of such records as an example of English, spoken by one of the most famous exponents of that language, their significance as a lasting record of the great writer's voice and of his views on spoken English, expressed in his own inimitable style, will be fully appreciated.

It is the first time in the history of the world that the voice of a writer of Mr. Shaw's calibre has been recorded, and every enthusiast for the writings of the famous man will welcome the opportunity of hearing him speak.

Set of two 12-in. Double-Sided Records with booklet containing full text. Autographed. Complete in Album.

LINGUAPHONE SONGS

in FRENCH and ENGLISH.

The Linguaphone set of songs consists of 5 double-sided 10-inch records of favourite songs, including characteristic nursery rhymes, folk songs, marching songs, etc. The records are accompanied by a delightfully illustrated book of words, and are supplied in an Album.

As one of the principal objects of these songs has been to teach pronunciation, special attention has been paid to enunciation.

These songs are a source of continual delight to students, whether in the home or in class.

A set of IRISH SONGS is also available.

For further particulars, write to

THE LINGUAPHONE INSTITUTE

(LINGUAPHONE LTD.)

Dept. A, Linguaphone House, 209, Regent Street, London, W.1.

Printed in Great Britain by International Catalogues, Ltd. 209, Regent Street, London, W.1.

(BB. 12402nd). Latin 935

