

NOTES AND QUESTIONS.

1. The pupil should omit the study of the classification of the letters for the present; the explanation will be found convenient for reference, and when the verb is taken up the attention of the pupil will be called to this subject as explaining most of the vowel and consonant changes.

2. The distinction between a surd and a sonant is the same as that between *p* and *b* as heard in *pad* and *bad*.

3. Before a guttural, as in *ink*.

4. See p. 183.

5. 102. 3. c.

Write the alphabet. How many letters has the Latin alphabet? How many vowels are there? Write the long vowels. Write the diphthongs. What diphthongs are seldom used?

LESSON II.

PRONUNCIATION.

22. The pronunciation of Latin is different in different countries. In the United States general usage favors one of two ways, which may be called the *Roman* (or *Phonetic*) and the *English*. Whatever method of pronunciation may be adopted, the pupil should be made thoroughly familiar with the leading features of the Roman method, which is a near approximation to the ancient pronunciation.

ROMAN METHOD.

23. By the Roman method every letter has always the same sound. Each simple vowel is either long or short; a short vowel has the same sound as the corresponding long vowel, but occupies only half as much time in utterance.

I. Sounds of the Vowels.

ā as in āh, like a in father.

ǎ as in ǎh, like a in ideas

ē as in prey.

ĕ as in met.

ī as in machine.

ĭ as in sit.

ō as in holy.

ŏ as in obey.

ū as oo in moon.

ŭ as in full.

y has a sound between that of i and u, like the French u, or German ü.