

The reasons why students spend so much time over Latin with so little to show for their work, must now be apparent. Our only wonder is that they make even what progress they do. When we consider that in spite of the awkward means they have of getting at the language, or rather the effective means employed to keep them from the language, they do sometimes make considerable progress, there is only one conclusion open to us, viz., *that Latin is not a difficult language to learn.* If the eight years which the young man spends in a vain endeavor to master the contents of the text-books on Latin grammar and Latin composition, were spent in a study of Latin, (for the text-books contain little Latin) not only would he be able to translate and write the language with the greatest ease, but I firmly believe he would be able to speak it.

Of course no one longs very much, in this age, to be it compels the use of *psychical* memory when the *motor* memory should be used. The school-boy instead of learning "by heart" the Latin idioms and phrases, learns the rules by which these idioms, etc., may be constructed, and thus the writing of a few short sentences oftentimes requires him to exercise the greatest attention and thought; whereas if the constructions were for him ready made, the sentences would come almost spontaneously from his pen. It is always well to understand the grammar involved in peculiar constructions, but the constructions themselves should also be memorized. It is quite an easy matter for instance to forget that verbs of *asking*, *commanding*, *advising*, etc., are followed by *ut* with the Subjunctive. It is at least quite possible for this rule to slip one's mind when it is wanted. But the sentence **Imperavit ei ut hoc faceret** "once thoroughly assimilated by the motor nerves, will be a safeguard against writing **Imperavit eum hoc facere.**"