

has to refer to a dictionary or indexed vocabulary for every second word, and to guide himself in framing his sentences by means of abstract rules,—only he who has attempted it will know.

Teachers of Latin seem to think that the only way in which to make a student remember the meaning of a word is to have him hunt it up in a dictionary. More time is wasted by the student in doing exercises in what is called "Latin Prose Composition." than on any other subject in his course. Everyone dreads "Latin Prose Composition," *first*, because it is slow, tedious work; *second*, because he finds that, after toiling away for so long, his exercises are full of mistakes. There is some satisfaction in working hard, even though the work be tedious, if, when it is ended, we are rewarded with success; but no one ever learned to write Latin by studying a book on Latin prose.

Another useless and painful task to which the student is generally put, is *parsing*. This is generally done in connection with his reading—which otherwise might be pleasant work—and necessitates a constant recurrence to the dictionary.

I could never ~~see~~ that parsing was of any practical value, but great stress is laid upon it by teachers, who do not consider an hour too much time for the beginner to put upon a dozen lines of Latin.

The effect of all this tedious work is to disgust the student entirely with the language. He may keep on plodding away, but he does so with a sick heart, supported only by the assurance that some day he will be