

rhyme already mentioned. A French gentleman with whom I am acquainted always confounded, till lately, the days *Mardi* and *Mercredi*, owing to having learned the days of the week in rotation when a child. Other cases might be cited, but these will be sufficient to show the folly of allowing the motor nerves to usurp the place of the intellect.

So much for the distinction between *psychical* and *motor* memory. Let us now return to our subject.

The habit of substituting the motor for the psychical memory, we were saying, was forced upon the student when beginning the study of Latin. It is the practice of many teachers to make their pupils learn to conjugate by rote the verbs of modern languages ; but the pernicious practice of rote-learning has nowhere found such favor as with teachers of Latin. Not only is the student taught to conjugate the verbs of this language by rote, but he is made to decline its nouns and adjectives in the same way. Propositions, too, are run together and similarly learned, and in many grammars the rules are even put into rhyme. In schools, in colleges, and in fact wherever the Latin language is taught, students are made to decline a noun somewhat after the following fashion : "Mensa, mensæ, mensæ, mensam, etc." When, therefore, they require any particular case, they must repeat to themselves the case-table, just as some people are obliged to repeat a rhyme in order to tell the number of days in any month. Adjectives are similarly learned and, their forms being more numerous, give the student more difficulty, for he is obliged to sing a longer song in order to