

of "k" in sound). These consonants spell 47. You would find the same consonants in the County of *Herkimer*.

Suppose, however, that from unfamiliarity with the Figure Alphabet, or from want of considerable practice, you do not succeed in noticing that *Rockland* or *Herkimer* contains the number 47, you try Inclusion by Abstract and Concrete, and regarding the State of New York as the Concrete, and the Abstract or characterizing epithet "rocky" as applicable to New York, you would then find in that word "rocky" the number 47.

If you did fail, you would try Exclusion, and you would find nothing which is the antithesis of the area of New York. You might find, however, a *weak form* of Exclusion if you consider that the area is the surface, and what is below the surface as the opposite of it. In the latter case you would find in the words "*Erie Canal*," which is a great artificial channel running through a part of the State, the letters "r" and "c" hard, which spell 47. A more exact Exclusion might be found in the word "*ring*," which spells 47. For if we consider the shape of the boundary of New York we would see that in no vague sense a ring, as a circle, is the opposite of it.

But suppose that from a chronic absent-mindedness or an overworked brain, or downright bad physical health or insufficient knowledge of the system, you failed to see 47 in any of the foregoing cases, you would try Concurrence. Considering that the State of New York is largely agricultural, you would find that the implement of farming known as a "*Rake*" would spell 47; this would be a case of Concurrence. In a political sense, the word "*rings*" gives 47, as New York has been celebrated for them.

All that the student requires is *one* analytic word. I have gone through the varieties of Inclusion, through Exclusion, and Concurrence, merely to show *how to find* analytic words and not because more than one word was necessary.

According to the census report of 1890, the number of square miles of *land* in the State of New York is 47,620, or (4) *York's* (7) *Acres* (6) *Surely* (2) *Not* (0) *Submerged*; the number of square miles of *land and water* in it is 49,170, or (4) *York's* (9) *Plains* (1) *With* (7) *Accompanying* (0) *Sealets*.

NUMBER OF SHAKESPEARE'S PLAYS.

We will try another case: You want to remember the number of plays that Shakespeare wrote. You know it is less than 50; but you wish to remember the exact number—it was 37. You experiment; you try the varieties of Inclusion, and among the rest you try Whole and Part; you find in the first two consonants of the name *Macbeth* the figures 37; but if you did not notice that *Macbeth* afforded you the means of always remembering that the Shakespeare Plays numbered 37, you would try Exclusion perhaps. If you look upon the attempt to ascribe the authorship of the Shakespeare Plays to Bacon as a *mockery* you would find in the first two consonants of that word the figures 37 through the operation of Exclusion; and if you recollect that the character of Shylock was played with great success at Old Drury, February 17, 1741, by Charles *Maclin*, you would find in the first two consonants of his name the figures 37 through Concurrence.

DUKE OF WELLINGTON AND NAPOLEON.

Napoleon Bonaparte was born in 1769. As a boy he was finely formed. "*Shapely*" (69) gives his birth-date by In. by A. and C. He evinced the opposite of the temper usually ascribed to the "*Shepherd-boy*" (69)—a birth-date by Ex. "*Chaplet*"—a wreath or garland sighed for by him in his ambitious hopes—expresses his birth-date by Con. His death occurred in 1821. "*End*" (21) or *Undone*" (21) expresses his death-date by synonymous Inclusion. "*Nativity*" (21) indicates it by Ex. Since he died from cancer in the stomach, he could retain very little food. "*Indigestion*" (21) makes his death-date by Con.

Wellington's birth, in 1769, may be expressed by "*Sheep-faced*" (69), a term his own mother applied to him when a boy. In his childhood, he was blue-eyed, hawk-nosed, slender, and ungainly, "*Chubby*" (69), by Ex., expresses his birth-date. A more vivid concurrence can scarcely be imagined, since he and Bonaparte were both born in the same year, 1769.

Wellington died in 1852 at Wilmer Castle. "Wilmer" expresses the date of his death by only one year too many. But a means of remembrance that requires readjustment or modification can seldom be relied upon, except by those who are practised in Higher Analysis. He was 83 years old when he died. "Lantern-jawed" (52) expresses his death-date by In., by A. and C. No man was ever more honored after his death than Wellington. "Alienated" (52) expresses his death-date by Ex. A sudden illness carried him off. Hence "Illness" (52) is a fact connected with his death by Con.

These elaborate illustrations must indicate to any student how to apply the laws of In., Ex., and Con., so as to find analytic date and number words. Cases of Ex. give good practice, but are rarely ever necessary.

MISCELLANEOUS EXAMPLES.

Inclusion, as applied to the events of life possesses the same variety as in regard to words. In dates of the last and present century, the expression of the *last two figures* is sufficient. William Cullen Bryant was born in 1794. '94 is found in the name *Bryant*, a case of Synonymous Inclusion. Aaron Burr killed Alexander Hamilton in a duel in 1804. As we know it was about the beginning of this century, this translation of the 4 indicates the exact date and is found in *Aaron* and relieves the memory of all doubt.

Sherman made his famous march through the South in 1864. 64 is found in the word *Sherman* [or by two words: (6) *Sherman* (4) *Ravaging*]. In dates previous to the last century, the last three figures must be expressed. Movable types were invented in 1438. We know it was not A.D. 438, but was 1438; a mistake of 1,000 years is not possible. If we translate 438 it will mean to us the

1. Who applied the term "sheep-faced" to Wellington when he was a boy? 2. What is the most vivid case of Con. here given? 3. Why do we not give a value to both 1's in the word "illness"? 4. What do these illustrations indicate? 5. What does inclusion as applied to the events of life possess? 6. Why is it not necessary to have a date-word to express the date of Hamilton's death in which the 0 is indicated as well as the 4?

as 1438. 438 is found in the analytic word (438) "Removable" [or, to express all the numbers, thus: (1) Types (4) are (3) movable (8) figures].

The Phonograph was invented in 1877. The expression of 77 is found in *Cognate*, and that indicates the resemblance of the human mechanism to receive sounds to the Phonograph; for both processes utilize vibrations, and are therefore from similarity of functions "Cognate" methods. How any one could forget analytic date-words is more than I can understand, especially when formed by himself.

Exclusion.—The first steamship crossed the Atlantic in 1819. 19 is found in "*Tub*" by Exclusion, as the most opposite to a steam-driven ship. Andrew Johnson was advanced to the Presidency on the death of Abraham Lincoln in 1865. 65 is expressed by Exclusion in the word "*Shelved*," which means the opposite of promotion [or by two words, thus: (6) *Johnson* (5) *Elevated*]. "*Mendacious*" expresses by Exclusion the birth of George Washington in 1732, as indicating a youthful quality the opposite of that which he manifested, and by two words: (3) *America's* (2) *Infant*. Other examples are given in subsequent pages.

Concurrence finds incidents or concomitants of a fact or event, something that by accident became connected with it. It may be a forerunner or successor, the cause or consequence, or a contemporaneous fact, etc.

William Cullen Bryant, from a fall, died in 1878. The last two figures 78 are found by Concurrence in the initial consonants of the phrase "(7) *Cullen's* (8) *Fall*." Cullen will be easily identified, as the middle name of Bryant. When Jefferson became Vice-President, in 1797, he wore the customary big-wig; and the first two consonants of "*Big-wig*" express by Concurrence that date.

Artillery was invented in 1340. 340 indicates that date, and by Concurrence we find those figures in the first three consonants of "*Merciless*." Or (3) *Murderous* (4) *Artillery's* (0) *Scourge*. Plymouth (Mass.) was settled in 1620. 620 will indicate it. We find these figures in "*Chance*,"

1. What must be done when we wish to find date-words the events of which took place previous to the last century? 2. Can a person easily forget analytic date-words formed by himself?

which by Concurrence describes the risk they ran. The Telephone was invented in 1877. Whoever has listened to the telephone to identify a speaker, and heard others talking in the shrill tones that strike upon the ear, is apt to think of the cackling of hens, and "Cackle" expresses the date 77.

Jefferson Davis disguised himself in the hood, shawl, and dress of his wife in 1865. "Shawl" by Concurrence expresses that date. The Constitution of the United States was adopted in 1787, which spells "The Giving." To adopt the Constitution, it required the States to give their assent. They gave the Federal Government all the power it possessed. "The Giving" is therefore a case of Concurrence. A circumstance connected with settlements is selecting the site. Jamestown, Va., was settled in 1607, which spells "The Choosing." This phrase relates to the settlement by Concurrence. Harvard College was founded in 1636, which spells "Teach Much." Whether we take this phrase as describing the object or result of founding that college, it is a case of Concurrence. A college is sometimes called a seat of learning. Yale College was founded in 1701, which spells "Took a seat." This phrase describes the locating of the college, and is therefore a relation by Concurrence.

(4) THE PUPIL MUST SEEK *analytic* WORDS WHICH ARE *approximately specific*, AS BIRTH-DATE WORDS MUST, WHERE POSSIBLE, RELATE TO BIRTH OR JUVENILE EVENTS; MARRIAGE-DATE WORDS, TO EVENTS CONNECTED NEARLY OR REMOTELY WITH THE MARRIAGE; DATE WORDS FOR ANY OTHER EVENT IN LIFE OR FACT IN HISTORY SHOULD, DIRECTLY OR INDIRECTLY, RELATE TO SUCH EVENT OR FACT; AND, FINALLY, DEATH-DATE WORDS SHOULD REFER TO INCIDENTS WHICH PRECEDED, ACCOMPANIED, OR FOLLOWED THE FACT OF THE DEATH.

This rule, theoretically correct, must be very liberally interpreted in practice. This lesson furnishes numerous illustrative examples.

As shown heretofore, the pupil must know the facts, and the System will then help him to fix their date.

A pupil had loaned money to a horse-dealer who lived at No. 715 of a certain street. He knew the house well, yet

he could not recollect the number 715. At length he thought of "Cattle" as a figure word to enable him to remember the number. Yet the word is general and apparently unconnected with the house, as it was not a stable but a boarding-house. Yet, as cattle and horse are species of the genus domestic animal, and cattle would recall horses and horse-dealer, he did right to use that term, and it served him well. At first he instantly recalled the word "cattle" whenever he thought of the horse-dealer's residence, and at once 715 was given him. After a time, he directly recalled 715 without first thinking of "cattle." This is always the case where the method is applied. It is soon no longer required in that case. When this pupil told me what he had done, I asked him why he had not used the phrase "(7) Collect (1) The (5) Loan," which was the object he had in view in thinking of, or of sending to, that address. His reply was that "cattle" served his purpose. With one person a single word, with another a phrase, and with another a sentence, is most serviceable. He had other borrowers who lived at other places. Why could this phrase "Collect the loan," which would apply in its meaning to the case of others, remind him of this particular debtor's home? Because, if he had consciously devised that phrase to identify this debtor's address, it could apply in his mind to the address of no other debtor. Thus the facts help us devise the number phrase, and the phrase helps revive the facts.

I do not, for instance, undertake in this lesson to teach the pupil that Washington never left America but once, when he accompanied his invalid brother to Barbadoes in 1751, in search of health. But if he knows these facts, my method helps him retain the date, by using those facts for this purpose; as, (1) To (7) Gain (5) Island (1) Tonic; or (17)51 Health. We know that "health" is an object with everybody in all countries and in all ages, and is therefore a word of the most general character and of the most extended application. How, then, can it have any special significance in this case? Because by knowing the facts, in the first place, as "health" was the object of the visit of Washington and his brother; and seeking for a date word which spells (17)51, the pupil has discovered that this

general word "health" spells that date; and, as the pupil has applied the word "health" to this date and to no other, he has thus made the general word specific for his purpose. Because "tonic" is a health promoter, and "island" is a help to recall the specific Islands of Barbadoes, the phrase (1) "To (7) Gain (5) Island (1) Tonic," is more specific than "health." But either the single word or phrase becomes specific, if the facts of the case are assimilated, and then by the pupil are applied to furnish a date word.

BIOGRAPHY, HISTORY, AND SCIENCE.

Much of the substance and pith of historic eras can be expressed in the analytic words, phrases, or sentences with which their dates are enunciated. If the foregoing and subsequent examples are carefully, not hurriedly, studied, the student can readily hereafter retain a great deal of the significance of facts, events, or epochs by his infallible recollection of the analytic expression of their dates. As with history, so with the arts and science, etc.

Population of the United States of America is now (1895) 67,000,000 = *General Cultivation* or *Sharp Yankees*. When dealing with the *number* of millions or thousands only, it is not necessary to express the ciphers. Pop. of Great Britain = 38,000,000, or (3) *Mightiest* (8) *Folks*; or *Manufacturing Fabrics*; or *Money-making Freetraders*. Pop. of Africa, 127,000,000 = *The Negro Continent*. Pop. of Bombay = 804,470 or *Foreigners as a rule are English Citizens*.

A gentleman in Bombay, who had to deal with complaints about water supplies there, told me the true population is 817,564, which he fixed by my method as follows: *Frightful To Keep All Just Right*.

Pop. of Calcutta = 840,000; or *Viceroy's Residential Seat*. Pop. of India = 292,000,000; or *India's Population Enumerated*.

Pop. of Australasia, &c., 4,250,000 = *Our Independent Living Australians*.

Pop. of Melbourne with its suburbs (1891) = 490,912 = (4) *Our* (9) *Biggest* (0) *City's* (9) *Buildings* (1) *decidedly*

(2) *unequaled*. The "City" contains 73,361 = (7) *Great* (3) *Melbourne* (3) *Makes a* (6) *Chief* (1) *Town*.

Pop. of Sydney (1891) = 386,400 = A (3) *Most* (8) *Varied* (6) *Sheltering* (4) *Harbour* (0) *Has* (0) *Sydney*.

Pop. of Hobart (Tasmania), 1891 = 31,196; (3) *Many* (1) *Tasmanians* (1) *Eat* (9) *Hobart's* (6) *Jam*.

Pop. of Auckland (New Zealand), with suburbs, in (1891) = 51,287; (5) *All* (1) *The* (2) *Inhabitants* (8) *Of* (7) *Auckland*.

SPECIFIC GRAVITIES.

The Specific Gravity is the relative weight of a body compared to an equal bulk of some other body taken as a standard. This standard is usually water, for all liquids and solids, and air for gases.

1. Gold..... 19'2—*Dollars Buy Sundries*.—Gold is made into money. The specific gravity of gold is 19'2; that is, nineteen and two-tenths. The initial consonants of the phrase "*Dollars Buy Sundries*" express through "D" and "B" the figures 19. The "S" of "*Sundries*" expresses the decimal point, and the first subsequent consonant "n" expresses the decimal two-tenths.
 2. Silver.... 10'4—*The Silver Assayer*.
 3. Platinum. 21'5—*Unusually Ductile Solid*.—Platinum is the most ductile metal known.
 4. Lead..... 11'3—*The Tin Smith*.—Lead used to solder tin.
 5. Mercury.. 13'5—*The Mercury Sold*.
 6. Copper... 8'9—*View a Spire*.—Copper points the lightning rods.
 7. Iron..... 7'7—*Hook Skillet*.—It means hang up an iron pot.
 8. Zinc..... 6'9—*A Sheet Supply*.—Zinc is rolled into sheets.
 9. Antimony. 6'7—*German Seeker*.—Antimony was discovered by a German monk.
 10. Calcium.. 1'0—*White Ceiling*.—Calcium is used in white-washing.
1. Why could we not substitute the phrase "*The Mercury Shield*" for "*The Mercury sold*," since "S" stands for "o," and "h" has no value? 2. Why not use the phrase "*White sealing*" to express the Specific Gravity of Calcium? 3. Could the Atomic Weight of Silver (108) be expressed by the phrase "*The Vase*?" 4. If not, why not? 5. Would the phrase "*The Silver Vase*" be better? 6. In dealing with the length of the Mississippi, why do you not give the figure value of "W" and "E" in that part of the phrase which includes the words *Waves Encroach*? 7. Would you indicate this value by a cipher, then? 8. If not, why?

RIVERS.

- Mississippi (4,382 miles long).—Rushing Mississippi's waves Encroach.
—The Mississippi River frequently overflows its banks.
- Nile... (3,370 mi.)—(3) *Mighty* (3) *Mediterranean's* (7) *Greatest* (o) Stream.
- Volga... (2,400 mi.)—In Russia's Soil Superior.—The Volga is the largest river in Russia, and, in fact, the largest in Europe.
- Ohio... (1,265 mi.)—The Ohio Now Ships Lighters.
- Loire... (530 mi.)—Loire's Majestic Sweep.
- Seine... (470 mi.)—Rolling Gay Seine.
- Spree... (220 mi.)—Notice Noble Spree.
- Jordan.. (200 mi.)—A Known Salty Solution.—The River Jordan is impregnated with considerable salt.

MOUNTAINS.

Mt. Everest [29,002] Named Upon a Survey Strictly Unique; or India's Peak Is Certainly Unequaled.—This is the highest mountain on the globe; or India's Boundary Summit Is Unapproachable. Kinchinjunga is 28,156 ft. high. We shall know what Mountain is meant if we omit the first syllable "kin." Hence we can use the formula, "Next Everest Dawns Lofty Chinjaunga."

- Popocatepetl... (17,783 ft.)—The Greatest Crater of Mexico.
- Mt. Brown.... (16,000 ft.)—This Charming Western Scenery Celebrated.
- Mt. Blanc..... (15,781 ft.)—This Alpine Cone Fascinates Travellers.
- Jungfrau..... (13,720 ft.)—This Mountain Agassiz Nimbly Ascended.—Prof. Agassiz was one of the first who reached the summit of this mountain.
- Ben Nevis..... (4,406 ft.)—Here Review a Snowy Giant.
- Snowdon..... (3,570 ft.)—Majestic Hills Greet Snowdon.
- Saddleback... (2,787 ft.)—Near Keswick View a Craig.—This mountain is situated near the town of Keswick.

1. Are there any letters in the word "Ohio" which have a figure value? 2. Do you see any way by which you can make the word "Known" stand for 2 by my figure alphabet? 3. How can you infallibly retain these figure-sentences?

LATITUDE AND LONGITUDE.

No one can have very definite or exact ideas of Geography who does not know the Latitude and Longitude of the chief Cities of the World.

- | | | | | |
|---------------------------------------|---|---|---|-------------------------|
| Lat. = 55°—00' | } | (5) London's (5) Latitude (o) Easily | } | (o) Seen. |
| (1) LONDON
Long. = 0 | | (o) Starting-point. | | |
| Lat. = 40°—52' | } | (4) York (o) City's (5) Latitude (2) Named. | } | |
| (2) NEW YORK CITY
Long. = 73°—59' | | (7) Commercial (3) Metropolis'
(5) Longitude (9) Portrayed. | | |
| Lat. = 40°—00' | } | (4) Republic's (o) Zealous (o) Statesman | } | (o) Signed. |
| (3) PHILADELPHIA
Long. = 75°—10' | | (7) Quaker (5) Longitude (1) Too
(o) Sober. | | |
| Lat. 41°—45' | } | (4) Rebuilt (1) Town's (4) Real | } | (5) Latitude. |
| (4) CHICAGO
Long. = 87°—50' | | (8) Fires (7) Cannot (5) Longitude
(o) Sacrifice. | | |
| Lat. = 42°—20' | } | (4) Harvard (2) University's (2) Nearest | } | (o) City. |
| (5) BOSTON
Long. = 71°—05' | | (7) Gives (1) Tea (o) Spillers'
(5) Longitude. | | |
| Lat. = 30°—00' | } | (3) Mississippi's (o) Southernmost | } | (o) Seaport (o) Serene. |
| (6) NEW ORLEANS
Long. = 90°—00' | | (9) "Butler (o) Stole (o) Silver
(o) Spoons."* | | |
| Lat. = 39°—41' | } | (3) Mountain (9) Peaks (4) O'erlook | } | (1) Denver. |
| (7) DENVER
Long. = 105°—00' | | (1) Denver's (o) Certain (5) Longitude
(o) Safely (o) Ascertained. | | |
| Lat. = 37°—30' | } | (3) Metallic (7) California's (3) Metropolitan (o) City. | } | |
| (8) SAN FRANCISCO
Long. = 122°—00' | | (1) The (2) Navigator (2) Now (o) Sees
(o) San Francisco. | | |
| Lat. = 34°—19' | } | (3) Men (4) Relish (1) Hot (9) Baths. | } | |
| (9) HOT SPRINGS
Long. = 93°—00" | | (9) Bathing (3) Must (o) Save (o) Sickness. | | |
| Lat. = 40°—29' | } | (4) Iron (o) Smelting (2) Haunts | } | (9) Pittsburg. |
| (10) PITTSBURG
Long. = 79°—50' | | (7) Great (9) Pittsburg's (5) Longitude
(o) Secured. | | |

* No one supposes that Butler really stole spoons.

Lat. = 43° - 02'	}	(4) Roaring (3) Magnificent (6) Ceaseless
(11) NIAGARA FALLS		(2) Niagara.
Long. = 79° - 12'	}	(7) A Cataract (9) Pours (1) At (2) Niagara.
Lat. = 18° - 53'		}
(12) BOMBAY	}	
Long. = 72° - 53'		}
Lat. = 22° - 34'	}	
(13) CALCUTTA*		}
Long. = 88° - 24'	}	
Lat. = 37° - 49' (S)		}
(14) MELBOURNE	}	
Long. = 44° - 58' (E)		}
Lat. = 33° - 55' (S)	}	
(15) CAPETOWN		}
Long. = 18° - 28' (E)	}	
		}
	}	
		}

EARLY TRAINING IN FIGURES.

If the mind-wandering mode of *rote* learning is no longer practised, but an *assimilating* method is substituted for it; if we abolish the "mind-wrecking" procedure of forcing immature minds into and through studies which they cannot comprehend, and which, therefore, create chronic habits of inattention; and if the idea of numbers and their elementary processes are *objectively* taught, until habits of sure enumeration and calculation are formed, then, when the child reaches maturity, he will rarely if ever require any conscious aid in remembering a series of 2, 3, 4, or more figures.

Meantime, a thorough training in this system tends to do

1. Will a pupil always require an aid to remember figures? 2. What is required of him in order to enable him to do away with any *conscious* aid? 3. What does a thorough training in my system accomplish in the meantime? 4. Will there ever be any *necessity* of using the figure alphabet? 5. Will not a decided benefit ensue to those who have acquired a great power of attention?

* Lord Elgin, the present Viceroy, gave Prof. Loissette H. E.'s patronage when the Professor lectured in Calcutta. As his system is the foe of all artificial methods, it is *par excellence* the "Natural" System.

away with the injurious effects of false mental habits; to set the Memory and Attention at work in a natural way, and greatly strengthen both; and while learning a large number of dates in a short time, or many figures in one series may still require the use of the System, unless the Numeric Thinking prior to this chapter has been mastered, yet, in the ordinary way of meeting figures in reading, study, or business, there will seldom occur any *necessity* for resorting to the method taught in this lesson.

WHAT MUST BE DONE FOR AN ACQUIRED ATTENTION.

In the case of those who have not inherited, but who have *acquired*, a great power of Attention, a decided *benefit* will ensue, however, if throughout life they occasionally use the System in regard to numbers and in learning prose and poetry by the Analytic-Synthetic and Interrogative Analysis Methods.

Where a great power of Attention has been renewed or originally acquired, it requires considerable effort to *continue* that power. The unnumbered objects of thought which civilization constantly brings before the mind, without giving any opportunity for a mastery of many of them; the fierce rivalries of interest, and the enervating habits of body which are constantly being formed or perpetuated—all alike and together tend to break down an acquired power of Attention. It is said that Alexander Hamilton used to go through the demonstrations of Euclid's Geometry before the commencement of each Session of the early Congress. For what purpose? In order to be able to make use of geometrical knowledge in debate? Certainly not. He reviewed this study to stiffen the back-bone of his power of Attention. And he possessed this power in an extraordinary degree by nature. I am not suggesting any such severe course of self-discipline. But if the pupil

1. Does it require any effort to *continue* that power? 2. What tends to break down an acquired power of attention? 3. What suggestion is here given the pupil in regard to this? 4. Is this method easier and less severe than Hamilton's? 5. Is it not more effectual?

whose *attention was formerly weak* will never allow a date to come before him without fixing it in mind by my method, and if he will also occasionally learn by heart a passage of prose or poetry by my *assimilating* methods, he will train his Attention in a pleasanter and more effective way than Hamilton did his by his studies in Euclid—besides making himself conspicuously accurate where most men are notoriously inaccurate.

[It is a most misleading mistake to suppose that the principles of the following or either of the previous chapters are to be *consciously and constantly* used by the pupil, whether he be a student or a man of business. It is only used at all during the training period—rarely afterwards. But during the training period, I desire the pupil to make as much use of the devices and principles of the system as he possibly can—and the more he uses them the sooner he no longer has occasion to use them.]

THOUGHTIVE UNIFICATIONS.

CONNECTING THE UNCONNECTED.

A Congressman could not remember the name of Zachary Taylor, the twelfth President of the United States, but he could always readily recall his nick-name, "Rough and Ready." In this case there was no *revivable* connection established in his mind between the *name* Zachary Taylor and the idea or image of the *man* known as Zachary Taylor—but there *was* a revivable connection in his mind between the name "Rough and Ready" and the idea or image of that man. Now the thing to be done to enable this Congressman to readily recall the name Zachary Taylor was to *establish or make a revivable connection* between the name Zachary Taylor and the image of him, or some characteristic of him, as it was known to that Congressman; or to connect the well-remembered name "Rough and Ready" to the usually forgotten name Zachary Taylor. This would be a *device* for helping him to revive this hitherto unrecalable name. But another and better way to aid him would be to **STRENGTHEN** his **REVIVING POWER** **GENERALLY**, so that he could readily recall the name Zachary Taylor as well as his other previous experiences; for there is no doubt that he had a *record* in his mind of the name Zachary Taylor; for whenever he failed to recall it, he *recognised* it the moment he saw it, or it was mentioned in his presence. This proved that he *knew* the name but could not *revive* it.

1. What difficulty did the Congressman have in connection with Z. Taylor? 2. What caused it? 3. What would have been his best aid to remember the name?