

him to remember the true name *without any device*; or, if he was but a beginner at my System he could have remembered the name Birkbeck—which he was afraid he would forget—by correlating it to the word—“Founder,” which he did remember, thus:—FOUNDER...lost way...hark-back ... Birkbeck; or, FOUNDER...foundered horse...chestnut horse...chestnut...bur...BIRKBECK. If he had memorised either of these Correlations, or one of his own, by repeating the intermediates forwards and backwards two or three times, and then recalled the two extremes, “Founder,” “Birkbeck,” several times, the moment he thought of Founder, he would instantly have recalled Birkbeck, one extreme recalling the other without the intermediates being recalled. When one has received only a third of the benefit of this System as a Memory-TRAINER, the mere *making* of a Correlation ensures remembering two extremes together without thinking of intermediates.

[Dr. Johnson, when introduced to a stranger repeated his name several times aloud and sometimes *spelled* it. This produced a vivid first impression of the man's *name*; but it did not *connect* the name to the man who bore it. People who have adopted the Johnsonian Method sometimes remember the name but apply it to the wrong person, because they did not establish any relation between the name and the man to whom it belonged.]

EXERCISES IN CORRELATING.

Make 20 of your own Correlations between faces and names (or between words and meanings), using some of the extremes given by me, and, as other extremes (words, &c.,

1. Is it ever possible to remember two extremes without thinking of the intermediates? 2. In what cases? 3. What did Dr. Johnson sometimes do when introduced to a stranger? 4. What sometimes occurs with people who have adopted the Johnsonian Method? 5. Why is this? 6. As Max Müller names mental acts in this order: Sensation, Perception, Conception, Naming, and Memory, would he hold that failure to remember names implies weakness of naming power? No! Remembering a name is an act wholly unlike imposing a name in the first instance. Such failure arises from weakness of the auditory function, or of the perception of individual peculiarities or failure of the sight-image to become cemented to the sound image.

of your own selection, or) names and faces of your own acquaintances.

<i>Peculiarity.</i>	<i>Correlation.</i>	<i>Proper Names.</i>		
Cross-eyed	Cross-bow	bowman	Mr. Archer	
Wavy hair	dancing wave	Morris dance	Mr. Morrison	
Black eyes	white	snow	pure as snow	Mr. Virtue
Retreating chin	retiring	home-bird		Mr. Holmes
High instep	high boots	mud	peat	Mr. Peat
Crooked legs	broken legs	crushed		Mr. Crushton
Apprehension	suspension	gallows		Mr. Galloway
Sombre	sad	mourning	hat-band	Mr. Hatton
Music	stave	bar		Mr. Barcroft
Violinist	violin	high note	whistle	Mr. Birtwistle
Painter	paint	colored cards	whist	Mr. Hoyle
Plumber	plum-pudding	actuals		Mr. Whittles
Joiner	wood	ash		Mr. Ashworth

A CONTRAST.—When unconnected ideas have to be united in the memory so that hereafter one will recall the other, the teachers of other Memory Systems say: “What can I invent to tie them together—what story can I contrive—what foreign extraneous matter can I introduce—what mental picture can I imagine, no matter how unnatural or false the juxtaposition may be, or what argument or comparison can I originate—no matter how far-fetched and fanciful it may be, to help hold these ‘Extremes’ together?” They do not reflect that all these mnemonical outside and imported schemes must *also* be remembered, and that being in the form of sentences expressing loose relation of mere physical juxtapositions or the complex relations invented by constructive imagination or subtle intellect, they are, to most, more difficult to recollect than the extremes would be without these ponderous aids. Hence, in their professed attempt to aid the memory, they really impose a *new* and *additional burden* upon it.

On the other hand, I simply ask the memory what it *already knows* about the “Extremes.” The first intermediate of a correlation is *directly* connected through In., Ex., or Con., with the first “Extreme,” and the last intermediate with the last “Extreme,” and the intervening intermediate (if there be one) with the other two, and thus, the *intermediates being already in the memory*, and not the result of invention or ingenuity, my Method of Correlation is purely

and solely a MEMORY process. In this way, I use the MEMORY TO HELP THE MEMORY, I use the *reviving* power of the memory to make a vivid FIRST IMPRESSION between two hitherto unconnected "Extremes." I add nothing to the "Extremes," import nothing from abroad in regard to them, invent nothing. I simply *arouse, re-waken* to consciousness, *what is already stored away* in the memory in regard to those "Extremes," and, by reciting the Correlation a few times forwards and backwards, cement the "Extremes" themselves so vividly together, that henceforth one "Extreme" revives the other "Extreme" without the recall of the intermediates.

And in the chapter on Recollective Analysis, and also in the previous part of this chapter, I have given the attentive student such a familiarity with the Memory Laws of In., Ex., and Con., that he can make Correlations as easily as he breathes.

When learning prose or poetry by means of endless repetitions to acquire, and endless views to retain, the mind soon wanders, and thus discontinuity is promoted; but, in reciting a Correlation forwards and backwards from memory, the mind cannot wander, and thus the continuity is greatly strengthened. Again, memory is improved by exercise, and *improved in the highest degree* by making and memorising correlations, because in making them the *reviving* power of the memory is exercised in conformity to Memory's own laws; and in memorising the Correlations both stages of memory are most vividly impressed. Thus, making and memorising the Correlations TRAINS both Memory and Continuity. And if to this training process there be added the habit of Assimilation which the use of the Analytic-Synthetic and Interrogative Analysis Methods of learning Prose and Poetry by heart imparts, as well as my other training methods, then the NEW memory thus acquired will not demand the further use of the System any more than the adult swimmer will need the plank by which as a boy he learned to swim.

1. Are you required to make any original correlations? 2. How many? 3. Between what extremes? 4. Do you find it difficult? 5. Have you any evidence given here that others have experienced any difficulty in making them? 6. Did they finally succeed? 7. What question is frequently asked by other memory teachers?

LEARNING FOREIGN WORDS.

"The Guide to Memory, or a New and Complete Treatise of Analogy between the French and English Languages," compiled by Charles Turrell, Professor of Languages, and published in 1828, contains the words which are the same in each language (alphabet, banquet, couplet, &c.), and those almost the same—"Letters necessary in English, and superfluous in French, are included in a parenthesis, thus Bag(g)age. Letters necessary in French, and superfluous in English are printed in Italics, thus *Hommage*." At first sight it seems as if this plan were a good one (and some still recommend it*). But of the words which are the same in both languages, some of them have meanings one rarely if ever needs to express, while others are seldom seen except in Dictionaries, so the student who uses this method does not make much *useful* progress. The Rev. W. Healy, of Johnstown (Kilkenny), long before he had finished my course of lessons, stated: "*I wrote out the French words that correspond to the English of everything around us and that are in common use, and found that by the aid of Rec. Syn. I could commit them much faster than the time taken to write them out.*"

The words he had made himself familiar with were those most frequently met with in reading, and useful in speaking and writing.

Mr. D. Nasmith employed a clerk in finding the number of occurrences of the same word in three books. Some words occurred thousands of times, and others only five, or fewer. The words which frequently occurred he arranged

1. What new burden do they impose on the memory? 2. What do I require from my pupils? 3. To what is the first intermediate connected? 4. Through what? 5. How do I deal with the other intermediates? 6. What is a memory process? 7. Is the memory used to help the memory in any way? 8. Do I add anything to the extremes? 9. Is memory improved by exercise? 10. When is the System laid aside?

* The "New Memory-Aiding French Vocabulary" by Albert Tondeu, published by Hachett et Cie, London, in 1881, is a somewhat similar work to Charles Turrell's.

in order, the commonest first, and compiled exercises to suit them. His "Linguists" (German and French) are published by Mr. D. Nutt, of 270, Strand, London, and by the aid of them, and of my System, a useful knowledge of German (or French) can be rapidly acquired.

A pupil who had a very slight acquaintance with French learned an Analytic Series of French words, asking a French friend the meaning and pronunciation of the words unfamiliar to him. By doing this he in about an hour learned the spelling, pronunciation, and meaning of nearly 100 French words. Since then he has been extending the exercise, and in that way he has learned 1,000 French words. In doing so he is strengthening his memory by exercising it in accordance with its own laws, increasing the control his will has over his attention, and extending his French vocabulary.

To remember Unfamiliar English Words or FOREIGN WORDS, correlate the Definition as the BEST KNOWN to the Unfamiliar or Foreign Word, and memorise the Correlation. In the case of Foreign Words, the last Intermediate is necessarily a case of Inclusion by sound. Sometimes there is In. by sight or by sound between a part or the whole of the English word, and a part or the whole of its Foreign equivalent, as *Apple*—*apfel* [German]. Of course, the pupil will not need the aid of a correlation in such cases if he notice the analytic relation. The French word *Anachorète* might have for its equivalent by sound either "*Anna*," or "*Core*," or "*Ate*," or "*Anna goes late*," or "*Ann a core ate*," or "*Anna's cold hate*," and perhaps to some of my readers it would seem like something else. *Cravache* might sound like "*Crack of lash*." Pupils often disagree as to what is good Inclusion by sound; let each use what suits himself, and not trouble about other people's ears. *In. by sound, or by sense, or by spelling*, is sufficient even if it refers to only one syllable.

1. Do we ever see words spelt differently but with the same pronunciation? 2. Is the use of the Dictionary required? 3. What examples have we here of the benefits derived from Rec.-Synthesis? 4. With what words did he make himself familiar? 5. Does the same word frequently occur in a book? 6. What proof can you mention? 7. What task was accomplished in about one hour by one of my pupils? 8. What language was he studying?

ENGLISH.	INTERMEDIATES.	GREEK.
Merchant	market emporium	ἔμπορος
Move	move on next stage next-of-kin	κινέω
True	naked truth pith of the matter pithy	πίθανος
Course	coarse hair camel hair dromedary	δρόμος
Servant	light fare dole out [maid bride dowry]	δούλος
Tanner	leather leather purse disburse	βυρβεύς
Cup	tea-cup tea-pot	ποτήριον
Fetters	criminal desperate	δεσμός
Fragile	thin rapier "thrust us"	θραυστός
—	glass houses "throw stones"	—
Fruit	fruit-knife fish-knife carp	καρπός
Round	fat stout strong	δτρογγύλος
Bride	fair fairy forest nymph	νυμφη
Pearl	Necklace sweetheart Sweet Margery	μαργαρίτης
Bread	baker baker's art	ἄρτος
Marry	lottery of life risky game	γαμέω
Join	engaged—[suited apt] apt to disagree	ἄπτω
Culprit	cull select a few few gone	φενγών
Milk	milky way galaxy	γάλα
Drink	water small leak pinhole	πίνω
Suffer hunger	dying of hunger pining away	πεινάω
Time	watch chronometer	χρόνος
—	Father Time old age old crony	—
Deliver	capture lasso	ἀπαλασσω
Spread	Christmas feast deck a church dye a spire	διασπείρω
Uncover	bare bare foot a Kaliph's toe	ἐκκαλυπτω
Shut	shut out severe weather bad climate	κλείω
I judge	condemn refute refuse cry "no"	κρίνω
Found	establish fix fasten thus tie so	κτιζω
Soldier	art of war strategy	στρατιώτης
LATIN.		
Heart	heart-sick fainting cordial	cor
Wickedness	dishonesty blackmail	malum
Book	printed thoughts freedom of thought	liberty liber
—	books library	—

1. In the case of Foreign words, what must the last intermediate necessarily be a case of? 2. Do pupils always agree on a good In. by S.? 3. What is sufficient, if it refers to one syllable only? 4. What are you never to do in getting at an English word? 5. What may you do in getting at a Foreign word? 6. Could you not omit "camel hair"? 7. Could you not omit "leather," which follows "tanner"? 8. Could you not omit after "cup" the word "tea-cup"? 9. Is not "tea-pot" connected by Con. with "cup"? 10. After "bread" could you not omit "baker"? 11. Are not "bread" and "baker's art" connected? 12. Could you not omit "watch," after "Time"?

ENGLISH.	INTERMEDIATES.	LATIN.
Breast	front . . . front view . . . aspect	pectus
Spear	thrust . . . quick motion . . . hasty	hasta
Suitor	princely suitor . . . married by proxy	procurus
Ask	borrow . . . swindle . . . rogue	rogare
Marrow	Old English arrow . . . victory . . . medal	medulla
Captain	head of hundred . . . century	centurio
Surveyor	measure . . . dimension	agrimensor
Furniture	bent-wood chairs . . . bent legs . . . supple legs	supplex
Vine	wine . . . luxury . . . pampered	pampinus
Liar	false pretence . . . mendicant	mendax
Cow	cow-pox . . . vaccination	vacca
Sing	boatman's song . . . canoe	cano
Kill	kill by hanging . . . broken neck	necare
Redden	blush . . . kissing . . . ruby lips . . . red . . . ruby	rubesco
Dry	dry mouth . . . feverish . . . sick	siccus
Man	married man . . . home	homo
War	victory . . . rejoicings . . . bells rung	bellum
Rob	robber . . . hue-and-cry . . . policeman's rap	raptio
Tanner	russet leather . . . russet apple . . . apple core	coriarius
Dove	married love . . . United States . . . Columbia	columba
Bench	table . . . shop counter . . . selling	subsellium
Oar	Roman galley . . . Rome . . . Romulus and Remus	remus
Garret	unhealthy . . . medicine . . . salts and senna	cenaculum
Garret	store-room . . . grain store	granaria
Horse	race . . . dead heat . . . equal	equus
Cock	spurring . . . goading . . . galling	gallus
Lazy	tramp . . . knave	ignavus
Make heavy	rich food . . . gravy	gravo
Sign	musical signs . . . notes	nota
Poverty	drafty garret . . . sleeping draught . . . opium	inopia
Messenger	news . . . false news . . . nonsense	nuntius
Top	high perch . . . hen's perch . . . cackle	cacumen
Face	bare face . . . bare headed bird . . . vulture	vultus
Useless	needless impatience . . . irritation	irritus
Dark	dark staircase . . . insecure	obscurus
Writer	bad writer . . . scribbler	scriba

1. If "mendicants" are known to be liars, why could not "false pretences" be omitted? 2. If "vaccination" means inoculating with "cowpox," why could not "cowpox" be omitted? 3. If "broken" neck means a violent death, why not omit "kill by hanging"? 4. Ought not "billing and cooing" to be inserted after "Dove"? 5. What relation is there between "married love" and "United States"? 6. If "musical" be added to "notes," why could not "musical signs" be omitted? 7. If "scribbler" is a writer, why could not "bad writer" be omitted?

ENGLISH.	INTERMEDIATES.	LATIN.
Harvest	harvest home . . . "Mrs. at home?"	messis
Dog	dog's tail . . . tin can . . . [cane carrier . . . cane*]	canis
Egg	boiled egg . . . boiled hard . . . over boiled	ovum
Fox	jackall . . . carcass . . . vulture	vulpes
Bread	sweat of brow . . . labour . . . pain [bread-pan . . . pan*]	panis
Table	figures . . . calculation . . . mensuration	mensa
Master	schoolboard . . . fines . . . magistrate	magister
Tree	mast . . . ship . . . harbour	arbor
Mother	wife . . . helpmeet . . . help-mate	mater
		GERMAN.
Joy	play-day . . . free day . . . Friday	Freude
Sad	tomb . . . mason . . . trowel	traurig
Clear	clear tones . . . clarinet	klar
Indolent	"lazy bones" . . . lazy lass	lässig
Dangerous	storm . . . steamboat fare	gefährlich
Part	part of house . . . roof . . . tile	Theil
Empty	hollow . . . fox's hole . . . lair	leer
Take	take husband . . . new name	nehmen
Diffidence	shy girl . . . schoolgirl . . . Miss	Misstrauen
Little	grow less . . . on the wane	wenig
Much	more . . . mourn . . . feel grief	viel
Recompense	repayment . . . loan	Lohn
Question	answer . . . fragmentary answer	Frage
Foot-stool	low . . . shame	Schemel
Pressure	too heavy . . . droop	Druck
Voice	voice lozenges . . . stimulation	Stimme
Child	young kindred	Kind
Threaten	stinging words . . . stinging bee . . . drone	drohen
Mirror	reflect . . . think . . . speak	Spiegel

1. Could not "boiled hard" be omitted? 2. If we use "mensuration tables," could not "figures . . . calculation" be spared? 3. What is the relation between "Tree" and "mast"? 4. Could not "lazy bones" be omitted after "indolent"? 5. Why could not "schoolgirl" be omitted? 6. Why could not "answer" be omitted after "question"?

* In some English schools the first syllable in "panis" sounds "pan," in others "pain." If an English word derived from a foreign word (or from the same root) occurs to you, use it; but do not spend time hunting for derivations. Unfamiliar words are no help; do not think the word "panification" will help you to "panis," because it is an English word meaning "bread-making," and you are an Englishman. You would be much wiser to try to remember the English "panification" by the aid of the Latin "panis," than *vice-versa*, that is, if any mortal ever does want to remember that pedantic dictionary word.

ENGLISH.	INTERMEDIATES.	GERMAN.
Beetroot	red heart . . . rib	Rübe
Potato	dig up remove cart off	Kartoffel
Love	lovers' meeting . . . meat . . . Liebig's extract . . .	Liebe
Campaign	pain feel felt	Feldzug
Medicine	science arts	(<i>pr.</i> artsnei) Arznei
Evening	hour of prayer bend the knee	Abend
Heaven	angels harps hymns	Himmel
Song	choir choir leader lead	Lied
Table	soiled table cloth dirtyish	Tisch
—	dinner dish	—
Chair	chairman session	Sessel
Bottle	Leyden jar electric spark flash	Flasche
Beloved	attached hooked trout	traut

FRENCH.

Fat	Fat ox clover rich grass	gras
Mouth	Flesh eater butcher	bouche
Asphalt	assafoetida fish bait	béton
To lash	circus Hengler	cingler
Current	nerve current vague function	vagus
Armchair	reclining gouty foot oil	fauteuil
—	arm leg foot	—
Railway station	railway guard guard	gare
Smoke	tobacco smell perfumer	fumer
Carpet	fine design tapestry	tapis
Head	foot root potato	tête
Oar	boat war-ship ram	[See Latin]. rame
Tears	hysterics fainting fit alarm	larmes
Canvas	rope oakum hard labor toil	toile
Wave	washing unwashed vagabond	vague
—	current nerve current vagus	—
Bed	bed of sea sea-shore lee-shore	lit
Pane	pain sore eyes vitriol	vitre
—	glass vitreous	—
Gun	gunsmith spark fusée	fusil
—	foot soldier fusilier	—
Shovel	shoved about crowd Pall Mall	pelle
—	sand spade pail	—
Side-walk	walking fast trotting along	trottoir
—	mid road horses trotting	—

1. Why could not "feel" be left out? 2. Why not omit "science," and say "medical arts"? 3. Why not omit "angels" and "harps," and simply add "celestial" to "hymns"? 4. If the pupil does not know who "Hengler" is, should we not omit the name and insert instead "singing clown"? 5. Why should not "fare" be a better In. by sound with "gare" than "guard"? 6. If tapestry means other things besides carpets, would not "tapestry carpet" be a sufficient intermediate? 7. If "pelle" is pronounced as if applied "pel," ought not "Pall Mall" to be pronounced as if spelled "Pell Mell"?

ENGLISH.	INTERMEDIATES.	FRENCH.
Dirty	second-hand furniture . . . furniture . . . sale . . . sale	sale
Faithful	dog-blind fiddler . . . fiddle	fidèle
—	faithfulness fidelity	—
Pity	pitiful misery	miséricorde
Misfortune	missing train mail hour	malheur
Hang fire	fire engine "haste" tear along too	faire longfeu
Star	diamond ball dress toilet	étoile
—	Star Inn hotel	—
Cake	cheesecake mouse cat	gâteau
Sword	soldier soldier's pay	épée
—	war misery happy	—
Book	pages leaves [See Latin].	livre
Castle	ruined shattered	château
To speak	converse dispute parley	parler

ITALIAN.

Basket	horse-basket pannier	paniera
"	casket ring bull bellow	corbello
Gold	nugget ore	oro
His	his own zone bind sew	suò
Thy	thy face head foot toe	tuò
Uncle	"Dutch uncle" Holland Zuyder Zee	Zio
Pius	church pew	Pio
Month	Month of May mace	mése
Made	servant-maid cook fat	fatto

Synonyms, as well as words having but a slight difference in sound like *Insidious* and *Invidious* are easily discriminated by *memorised* Correlations: INSIDIOUS.....inside.....hole.....fox.....TREACHERY.—INVIDIOUS.....invade.....hostility.....ILL-WILL.

HOW TO MEMORISE DATES, &c., WHERE YOU ARE UNFAMILIAR WITH THE FACTS, &c.

Let every Pupil write examples of his own selection of names Correlated to Dates of birth and death worked out.

1. Is the letter "i" in Zio pronounced as if spelled Zeeo? 2. If so, is "pew" a good In. by sound with Pio? 3. Why would not these be good correlations, viz., INSIDIOUS, hideous...moral turpitude...TREACHERY.—INVIDIOUS...perfidious...betrayal...ILL-WILL. 4. How many correlations have you made so far? 5. Have you made your own in every case, or memorised mine in every case? 6. Have you indicated the relations in all cases by writing in 1, 2, or 3? 7. If not, why not?

as below, or some other *pairs* of extremes, such as name of ship to its captain on one side, and its tonnage (or destined port) on the other.

To remember *Dates of Birth and Death* (&c.) of men, correlate the SURNAME AS BEST KNOWN to the word expressing the date of BIRTH, and correlate the BIRTH-WORD to the DEATH [&c.] word:—

Do not look for Analytic Date-words in the following cases until you have first memorised my Correlations or your own. You can then review the examples and easily find Analytic Date-words if you are sufficiently acquainted with the facts of the cases, as: Lord Beaconsfield (18)05, *Salient** Here is a supposed Analytic formula by English Liberals, of Gladstone's birth:—Gladstone—"Supreme" (18)09; by Foreigners—"Supereminent;" by Tories, "Spoliator;" by Home Rulers—"Supporter;" by Parnellites—"Asperser;" by Churchmen—"Spiritual;" by Agnostics—"Superstitious;" by Unionists—"Separatist;" by admirers of eloquence—"Spellbinder;" by decriers of speaking—"Spouter."

Lord Beaconsfield...beacon...the rock...the vessel [born 1805]
 ...Vessel...anchor...hope...to have faith [died 1881]
Mr. Gladstone...gladness...sorrow...the heavy sob [born 1809]
 ...heavywaters...Noah's flood...few saved...too few men
 [M. P. in 1832]
Napoleon Bonaparte...banishment...embarkation...Took ship
 [born 1769]
 ...Took ship...masthead...Godhead...Divinity...[died 1821]
Robert Burns...Scottish poet...map of Scotland...map of the
 World...The globe [born 1759]
 ..."The Globe"...newspaper...page...Waiting page...[died
 1796]
Oliver Goldsmith...poverty...plenty...Took enough [born 1728]
 ..."bread enough"...prodigal son...The younger [died 1774]

1. Memorise the correlation you make. 2. Do you find it difficult to get analytic date-words? 3. What is necessary in order to get them readily?

*One of the meanings of "Salient" is "to force itself on the attention." Recall his threat when coughed down on the occasion of his maiden speech in the House of Commons. "You will hear me" (18)05.

Nelson...Britain's bulwark...White cliff [born 1758]...White
 fossil [died 1805]
Cardinal Wolsey...butcher...steel...straight...Direct [born
 1471]
 ...point...horns... Dilemmas [died 1530]
Cardinal Newman... "kindly light" Vesta [born 1801]
 ...fire goddess...sun god... Phœbus [died 1890]
The Marquis of Salisbury...St. Paul's burial...The famous [born
 1830]
The famous...Livingstone...travelling...voyaging [succeeded
 to title 1867]
J. J. Rousseau... "Emile"...early education...Educate now [born
 1712]
 ...draw out thought... I think of you [died 1778]
Charles Darwin... "Natural Selection"...The chosen one...
 Happy [born (18)09]*
 ...greatest happiness... To have heaven [died 1882]
George Eliot...Adam Bede...add... Advance [born 1820]
 ...Money...£10... Two fives [died 1880]
Richard Wagner... "Music of Future"...future time... To have
 time [born 1813]
 To have fame [died 1883]
The Duke of Albany...delicate...pale...white... White flame
 [born 1853]
 Fire [died (18)84]
Charles Dickens... "Pickwick Papers"...picnic biscuits...biscuit-
 tin...Tin [born (18)12]
 Case [died (18)70]
Titus Oates...barley...mash-tub...man's tub...Diogenes [born 1620]
 ...harsh critic... He attacks all [died 1705]
 The specific gravity of the Iridium is 22.40 22.40
 IRIDIUM...I ridicule...Ridiculous...All laugh... none serious,

1. Is it always necessary for us to know the dates of the birth and death of men? 2. Then why do we do this exercise? 3. What do I want you to get thorough control over? 4. What will you then be able to do? 5. The specific gravity of Iridium is 22.40, represented by the phrase *none serious*; of what use is the first "s" in the word "serious"? 6. Why would you not give it the value of (0)? 7. Give a phrase indicating the height of the Washington Monument (555 ft.). 8. Now correlate "Washington Monument" to the phrase you have given. 9. Make original correlations for all the events on this page. 10. Are unfamiliar words of any help in a correlation? 11. Should they ever be used as intermediates? 12. Do you try to use as few intermediates as possible? 13. Are short ones more easily learned?

* It is sufficient to indicate the figure 9, as we know that it could not have been the year 9 of the Christian Era, and as it was somewhere about the beginning of this century, the figure 9 makes an indefinite impression definite and exact.

See Analytic Substitutions, concerning the expression of decimals.
 One pound avoirdupois equals .45355 of a kilogram—
 POUND AVOIRDUPOIS...old measure...new measure...
 new reign.. (45355) His rule may hallow all
 Great Earthquake at Lisbon in 1755— 1 7 5 5
 LISBON...Listen...Hush!.. TALK LOWLY.
 Sorata (Andes) 21,286 feet high. 2 1 2 8 6
 SORATA ...sore...cured...salt fish... UNEATEN FISH.
 FOUNDATION OF ROME...Seven hills...up hill...(753) climb.
 FIRST PRINTING IN ENGLAND...Book...Pamphlet...
 (1471) tract.
 COUNCIL OF TRENT...rent...rent roll... (1545) daily roll.
 SPANISH ARMADA DESTROYED 1 5 8 8
 Many ships sunk...few escaped...THEY LEAVE A FEW.
 America discovered in 1492— 1 4 9 2
 AMERICA...Merry...Sad...sad irons...Handcuffs...TURPIN.
 Mariners' Compass invented, 1269— 1 2 6 9
 MARINERS' COMPASS... pocket compass— TINY SHAPE.

Learning dates and other figures by Synthesis is never recommended except where the pupil is ignorant of the subject matter and cannot in consequence use Analytic Substitution. Synthesis power has a good training effect in all cases.

SERIAL FACTS.

There are two kinds of Serial Facts.

(1) One is where names or facts are stated in a certain order, as in alphabetical order, for instance, and yet a different order could be given. Lists of exceptions in Grammar are usually stated in the alphabetical order, yet if the component parts or words of the list are remembered, the alphabetical order is of no consequence. One teacher has re-arranged Series in Foreign Grammars in such a manner that he finds a natural suggestiveness between the words. No doubt such a re-arrangement can be made, but I question whether his doing it for another would help the latter much. For the pupil to benefit, he should re-adjust the Series for himself. My Pupils, when trained in Analysis and Synthesis, have no difficulty in correlating the Series just as they may find it. No time is spent in trying to discover relations that may not exist.

1. How many kinds of Serial facts are there? 2. What are the characteristics of the first kind? 3. Is it advisable for the pupil to re-adjust Series in Foreign Grammars?

At best, when found, they will be weak; but, by correlating the series together, my Pupils make a strong and vivid relation between all of the words of a Series to be memorised, and at the same time exercise attention in both its functions, and increase appreciation of In., Ex., and Con.

Suppose we wish to memorise the 11 prepositions which form part of certain Latin verbs which are followed by the dative, to wit:—*Ad., Ante., Con., In., Inter., Ob., Post., Pre., Pro., Sub.,* and *Super.* This Series is usually learned by *endless repetition*, as a succession of sounds to the ear, or sight to the eye, by mere rote. What a waste of time to attempt to re-arrange it in order to learn it more easily. Yet such a Series can be learned by correlating the words together in a very short time, thus:—

Ad......addition...front addition...*ante*-room....
Ante.....antecedent...consequent....
Con......converse...inverse....
In......
Inter.....interject...object....
Ob......obligation...postponed obligation....
Post......post-office...prepayments....
Pre.....predilection...propensity....
Pro.....produce...soil products...subsoil....
Sub......subordinate actor...*Super.*

And, similarly, we can deal with any Series in Grammar, or elsewhere.

(2) The other kind of Series is where the words, facts, or things *must* be memorised as given. The seven primary colours are given as they occur in nature, thus:—Violet, Indigo, Blue, Green, Yellow, Orange, Red. The unconscionable word VIBGYOR has been given as a means, through the initial letters of the colour words, to enable us to remember those words, and ROYGBIV to enable us to remember the Series backwards. To such a pass are educators driven when they lack my Universal Method of cementing Extremes. We know the Series both ways if we Correlate the words, thus:

1. Do my pupils ever find any difficulty in correlating the series as they may find it? 2. What training must they have in order to do so? 3. Is any time misspent in trying to discover a non-existing relation? 4. What are the eleven Latin prepositions here given? 5. How are they usually learned? 6. Is time gained thereby?