

In considering the value of anything, we must examine both its intrinsic worth and the estimation in which it is held by others. On consulting different works upon "The Human Intellect," we find that a distinction is made between remembrance and recollection, but that the whole subject is treated of under "Memory," so we shall use the word as, "the generic term, denoting the power by which we reproduce past impressions." If the intellect is trained at the expense of the heart, an abnormal development of the soul is the result; is it not equally true that in order to educate the intellect successfully there must be harmony in the growth of its faculties? We are aware of the fact that there have been instances in which the spontaneous memory has been remarkable in those who have been as noticeable for their inferiority in reasoning; but we question if the instances are numerous in which the reason is active and the intellectual memory feeble.

Johnson says, "Memory is the purveyor of reason," which means that when we sit down to the "feast of reason and flow of soul," memory must furnish the table.

It seems apparent that the highest culture is that which gives the mind possession of all its powers. But in this practical age we are met on every side with the question, "But of what use is it in helping you to get a living?" There is not a department of human labor in which its service is not invaluable. Even the memory of faces and names is necessary for the good clerk. What makes a certain young man more desirable than the fact that he draws custom to a store? In what does the secret of his popularity consist more largely than in his recognizing that personality in us which is insulted if our names or our little peculiarities of disposition are forgotten? Memory is of service to the mechanic, not only in acquiring his trade but that he may become a skilful artisan through remembering every step in his work, so that if there has been a flaw he may discover its exact place, and know how to avoid it in future; it aids him, too, in the work of improvement. Science demands not only the ability to collect facts by observation, but the recollection of laws and principles to be applied in disposing of these facts, that they may be made available for reason. How can Science make advancement without her handmaid, Memory?

And what is History? a record of the past. It needs but to be defined to know what it would be impossible without memory; but yet it would be instructive, if it were possible, to notice the power of this faculty in its writers, from the time of Plutarch, with his well stored mind, his *disciplined* memory until we come to Macaulay, that remarkable scholar, who had even the spontaneous memory in a wonderful degree, yet concerning the strength of whose other faculties of mind we dare not doubt. You do not question the necessity for the orator of the representative faculty in the form of imagination, nor should you question the need of it in this form, for the mass of mankind delight in a solid basis of fact. Let us hear what an orator of great power Edmund Burke, has said:—"He that borrows the aid of an equal understanding doubles his own; he that uses that of a superior elevates his own to the stature of that he contemplates." And now we come to the Poet. Among all the beauties of mythology, it seems to us a rare fancy which called Mnemosyne, the goddess of memory, the mother of the Muses. It is true the poet looks with prophetic eye into the future, but he reads it by the light of the past. We find the present Laureate singing in his sweetness.—

"Thou who stealest fire
From the fountains of the past,
To glorify the present; oh, haste,
Visit my low desire!
Strengthen me, enliven me!"

And another, a woman, with a woman's tender affection, says—

"And memory of things precious keepeth warm
The heart that once did hold them."

Let us now consider briefly the estimation in which the cultivation of memory has been held. That the ancients held it as a matter of importance is shown by their method of education. The works of their best poets were almost universally committed to memory. Langhorne says in his *Life of Plutarch* "Mr. Locke has justly, though obviously enough, observed that nothing so much strengthens this faculty [memory] as the employment of it. The Greek mode of education must have had a wonderful effect. The continual exercise of the memory in laying up the treasures of their poets, the precepts of their philosophers, and the problems of their mathematicians, must have given it that mathematical power of retention which nothing could easily escape." We would call attention to the course of study in colleges. We know that at the present day there exists a fault-finding disposition, which criticises severely the amount of time spent upon the classics, but, nevertheless, we believe that there still exists a firm belief in their importance among those who study education as a science; and the training of the memory, though by no means the only end to be gained by their study, plays an important part among the reasons for their value.

That there are earnest thinkers, even at the present time when there is a growing tendency to speak lightly of the memory, who feel the importance of its discipline was shown at a meeting of the State Association a few years ago, when a leading educator, a mathematician too, that the discipline of the memory had been too much neglected for the last twenty or thirty years.

[Here I shall have to drop the editorial "we," and lose its protection while I state conclusions to which my own observations have led me, but which may raise dissent in the minds of many.] While I believe the High School has room for improvement in this direction, still I think it is doing more in the special training of the memory than is done in our lower grades. You ask why I believe so. Because I find that the pupils in our A class acquire with more alacrity and recall with greater readiness than those in our lower classes. I have a Latin class composed of some pupils from each of our grades. Exceptional scholars always do exceptional work, so that they do not enter into the comparison. Now I find considering the mere act of memory apart from all else that enters into the study of language, that the average scholar of the A class surpasses the average scholar of the B, and the average scholar of the B the average scholar of the C. You tell me that it is owing to the additional year of mental discipline. It may be; and I wish here to state distinctly that if I make any errors I shall be glad to have them corrected, as I am only searching for truth, not trying to establish any pet theories. But I fully believe that there are other reasons for the difference. The work of committing choice passages from good authors is more systematically carried on; not only for the purpose of declamation, but in various regular recitations. The number of definitions and rules learned is larger, and greater exactness is required in the recitation of