

## CLANSHIP.

My friend, this is "St. Andrew's Day!"  
Let us shake hands "Auld Country" way,  
And kindly greet each other.  
But, what did our good Premier say,  
When visiting, the other day,  
About "Fraternal" pother?

Yet, "let him, or let him him do!"  
It is well known to me and you,—  
The Scotch will stick together,  
And go a mile to serve a friend,  
No matter what the weather!

As members of one family,  
How'er remote from each they be,—  
Think kindly of each other.  
So, we in this far distant land  
Still like to feel the holy band  
That makes each man a brother!

And now, not only Scotia's sons,  
But many more this country owns,  
As patriots of the soil!  
Yet each one feels his heart's blood warm,  
When from the "dear old country" come  
"Some news" to cheer his toil!

Then, let us each our "Clanship" own,  
Yet stand united round the "Throne!"  
Like jewels round the Crown!  
And may each lovely "gem" still grace  
The station where it finds a place  
In Canada's renown!

The "Emerald" for the Shamrock,  
The "Ruby" England's Rose,  
The "Amethyst" like Thistle Top  
In royal purple glows,  
And the "Diamond" France's chivalry  
In brilliant lustre shows.

So,—who would wish these "precious stones"  
Whose separate beauty each one owns,  
To be all fused together?  
No!—let them be "in order laid,"  
And of the whole a structure made  
To stand the roughest weather!

Montreal.

## HOW TO STRENGTHEN THE MEMORY AND MAKE IT EXACT.

Teacher—"Have you a good memory?"  
Late-to-learn—"That depends. If I am owed anything, I have a capital memory. But if I am in debt, I am rather forgetful."

## THE CLOUDS.

This time-honoured joke of Aristophanes gives us a clue to the best way to strengthen the memory. It suggests that we remember best what we take the most interest in. To remember a thing, then, we must rouse ourselves to take a lively interest in it. To make his pupils remember a thing, the teacher must induce them to take a lively interest in it. This will necessitate three things:—

Firstly—They must understand, it or they will not care for it.

Secondly—The lesson must not be so long that the interest will flag in learning it.

Thirdly—The teacher must try and make the scholars feel that it is important to them to learn the task set, either to win the teacher's praise, or because it bears on their interests in life.

Roger Ascham enumerates three requisites for a good memory. He says that the memory must be trained to be, 1. Quick in receiving. 2. Sure in keeping. 3. Ready in delivering forth again.

Now, 1. The memory will be quick to receive if it yield vigorous attention to the thing to be remembered. 2. It will be sure in holding if it does not try and grasp too much and frequently goes over its store. 3. It will be quick in delivering if it is practised in giving prompt answers to quick questioning.

## VIGOROUS ATTENTION.

One rule that helps us here is eighteen centuries old. It is that the mind is impressed more keenly by what flashes through the eye than by what passes through the ears. Reduce what has to be learnt to a tabulated form and draw it on the blackboard. In many minds the exact position of a word or mark will help the memory. A most successful lecturer on anatomy in England used to draw bold sketches in coloured chalks on the blackboard, of the chief plates to be got up, and the same sketches always on the same part of the blackboard.

The attention is kept vigorous by a constant use of pen and note-book. Very brief abstracts should be made of what is chosen for remembrance, but the greatest care should be taken not to choose too much. Between twenty and a hundred words are enough for an ordinary chapter on history. Instead of proper names the initials only should be written. This tries and tests (and therefore strengthens) the memory in going over the note-book.

Some recollect best by using symbols. Crossed swords, for instance, will represent a battle. Different nations may have differently shaped swords. The initials of the generals engaged may be written at the hilts. The initials of the place where the battle was fought should crown the whole. An olive branch will symbolise a treaty of peace. The death of a man is suggested by the initial of his name with a line drawn through it.

The discovery of an appropriate symbol for an event is excessively interesting, and will cause some subjects to be studied with eagerness which would otherwise be crammed with disgust. And intellectual is like bodily food. If we do not enjoy our meal we do not digest it.

If a piece has to be learnt by heart, some minds will recollect it best by writing it out.

Others again learn a thing more quickly and surely by repeating it aloud. A boy was once set the singular of *Mense* to learn by heart. He

tried to do it and failed. The plural was then added to the lesson. He looked the picture of despair. He was then made to read them out loud and learnt both in seven minutes. We once learned some German poetry very easily by reading over once or twice just before going to bed. We then lay down in perfect quiet and forced the memory to recall it word for word.

The above hints are suggested merely as aids to rouse the attention.

When the mind is fagged with study it is no use to try and force its attention. The student must then take a rest, a breath of fresh air, a song, anything to change the current of his thoughts and begin again. Hence we must never puzzle over anything. Directly you get confused, put the matter aside and do not take it up again till after some interval. If a well known name has slipped the memory for the nonce, do not worry about recalling it. Wait a while and it will probably come of itself.

## SURE RETENTION.

Our memory is like a pack-horse which should accompany us through life carrying what we want in such a shape that we can get it at a moment's notice. But this pack-horse when suddenly overweighted has a peculiar habit of slipping off its whole load. If by an unnatural force of attention we prevent its doing this and it once breaks down under its burden, then we have no chance of getting another such pack-horse all our lives.

It is true that we must strengthen our memory by making it constantly carry all that it can bear with ease. But we must put on small loads at a time, neatly arranged and at first keep continually looking to see if they are being retained in good condition.

The greatest injury to the memory is caused by cramming in a lot of facts for a lesson to be disgorged when the lesson is being said and then forgotten. The very few leading points in a lesson must be carefully pointed out by a teacher, the rest of the lesson grouped round these in the way of illustration or accessory, but these few leading points must be constantly repeated in frequent reviews of back lessons and on paper at regular intervals.

Marking the really important sentences in a book is a great aid to the memory. The art of judiciously marking his book should be learnt by every scholar.

In learning history a very brief synopsis with dates of the whole period under review should be carefully composed by the teacher, committed to memory by all and rapidly repeated by some one scholar before each lesson. When a clear outline of the whole is distinctly impressed on the memory, it is much more easy to put any individual fact in its proper position, where it will be readily remembered without special effort.

All this illustrates what is after all the great principle of the art of memorising—the observance of order. Get a brief outline of the subject vividly before you. Jot down the chief points of it on paper, one under the other, leaving spaces between each. Fill in the minor details in imagination or write down some little word in small characters to suggest the most important. Try and discover some law of causality or reaction between the different parts of the scheme thus written out. The mind will then retain surely what you have thus carefully committed to its keeping, for you must load the memory only with the very brief outline attended to. The impressions made by this you must strengthen by frequently going over it. All else will recall itself when needed by the mere force of association. You must make no effort to load the memory with it.

The best way of learning English verse, which is a common and good way to strengthen the memory, and accustom it to carry reasonable loads, is shown by the principles laid down in the earlier part of the chapter. The master must first see that the child understands every line and every word of the lesson. The scholar must then try to picture to the mind's eye the event or scene described. The piece to be "learned by heart" must be very short compared to the learner's powers, but should be so learnt as to be repeated with rigid verbal accuracy, without the least hesitation and in spite of such distractions as each member of the class saying a line in turn, &c. Very few pieces must be given to be learnt in a year (hence the necessity of selecting the very choicest gems of the best poets), but these pieces must be repeated over and over again till they are indelibly engrained into the memory for life. A teacher who, while teaching one class, has to keep another occupied, can make the latter write out the poems they know, or the first half of each line, or the first word of each line, without a book.

## CRAM.

But after all nearly every subject requires a certain amount of "cram." Cram has been defined as intellectual food swallowed without previous appetite or subsequent digestion. Such are strings of names, lists of rules or exceptions to rules, inflections, paradigms, &c. If these pills are to be bolted, it is surely well to make them up in as small a compass as possible.

In learning a string of names, try and make some word out of the initials. Thus ANZIMEBI gives the initials of the names of the tribes of Israel on the West side of Jordan in order from North to South. The consonants in the word ManGeR give the three tribes on the East of Jordan. A name is generally suggested almost instantaneously by its initial. By the word Anzimebi the names of the tribes and their posi-

tion are recollected in one fiftieth part of the time otherwise required.

A string of words is often learnt much quicker in a sing-song way than any other. Thus the Latin pronouns:

"Ego, mei, mihi, me.  
Tu, tui, tibi, te.  
Wanting, sui, sibi, se."

are learnt all at once in sing-song quicker than any single one of them would be in the ordinary method. So it is with the Greek pronouns, singular and plural.

Here the rhyme helps us, and rhyme, like rhythm, is an important adjunct to the art of memory. How quickly the signs of the zodiac are learnt in rhyme—

"The ram, the bull, the heavenly twins,  
And next the crab the lion shines.  
The virgin and the scales;  
The scorpion, archer and sea goat,  
The man that holds the watering pot  
And fishes with glittering tails."

Here the very faults in the rhyme help to make us remember it.

The rules when to put a capital letter in English can be reduced from 2 pages to 6 lines.

"After note of exclamation !

And of interrogation ?

Full stop . Prop names. Words O and I,  
Book, chapter, writing, line of poetry,  
Words very reverential and very emphatical,  
These nine begin with letter capital."

The teacher can easily warn the scholar not to be misled by the last line but one.

The rules for the quantities of letters final in Latin, which used to cover a couple of pages in the grammars of our unlucky boyhood, may be reduced to a score of short words.

Long are:—all vowels final except e, and c, as, es, os.

Short are:—e final and all consonants final except c, as, es, os.

The exceptions are not numerous.

So the neuter terminations of the third declension in Latin are learnt at one effort of the mind by working them into the words "calet armenurus," "armenurus is hot." How much more quickly this is learnt than such a list of terminations as al, ar, e, c, ur, us, t, men. The masculine terminations of the third declension make the words "osor Neronis," i.e. os, or, N, (except men) er, and o making onis in the genitive.

Many Latin grammars devote a page or two to these verbal notions which when expressed by Latin verbs govern a dative.

Expressed in rhyme they fall (exceptions and all) into 6 lines—

"Envy spare, persuade, displease.  
Heal, favour, pardon, study, please.  
Command, obey, resist, or serve.  
To treat, tell, trust, be angry with.  
All take a dative case, observe.  
But laedo, juro, jubeo, th' accusative."

So with the rules for verbs governing the genitive and ablative, and all the otherwise dreary exceptions to the rules of Latin grammar.

These are all crams. But they belong to the things which must be crammed, and we maintain that the fewer these are the better, and that the shorter they are the better.

Things can be expressed in a shorter form in verse than in any other way. That is why Pope wrote his Moral Essays in verse. So he claims. Truly, English poetry admits of a wonderful display of terseness. Take this excellent example—

"Whence but from Heaven, could men unskilled in arts,  
In different ages born, in different parts,  
So wondrously agree? Or how, or why,  
Conspire together to contrive a lie?  
Thankless their pains; unpleasing their advice;  
Nothing their gains; and martyrdom their price."

## THE GLEANER.

LATIN is giving place to German in the professorial language of the German universities.

The shop girls of Boston number nearly one-tenth of the entire population of the city.

In Paris white horses are used at children's or young unmarried people's funerals. So they are in Montreal invariably.

The wine crop of France this year is unusually large, being a third larger than the vines promised at the outset of the season.

The military force of England, militia, yeomanry, and volunteers included, is reckoned at 470,766, of which 191,814 are regular troops. The navy numbers 65,000 men.

It is estimated that the annual production of paper of all kinds in the world amounts to 1,800,000,000 lbs. Half of this is employed for printing purposes.

The English Anti-Tobacco Society has adopted a resolution earnestly calling upon Christian philanthropists to discountenance three great evils which weigh upon the civilized world: The use of tobacco for smoking, the use of alcohol for drinking, and the eating of dead animals.

An English sect of moralists, calling themselves the "Christodelphians," have offered £100 to any one who will prove from Scripture that man is possessed of an immortal soul. The Rev. Walter Briscoe, a Wesleyan minister, has accepted the challenge.

LORD BEACONSFIELD is at present staying at his official residence in Downing street, his house next door to the National Club, in Whitehall Gardens, receiving such an overwhelming and baffling as might suggest something in the distance.

THERE is said to be a paper church actually existing near Berlin, which can contain nearly one thousand persons. It is circular within, octagonal without. The reliefs outside and statues within, the roof, ceiling, the Corinthian capitals, are all papier maché, rendered waterproof by saturating in vitriol, lime-water, whey and white of eggs.

THE codfish caught off the shore of Newfoundland are split, washed, and laid on spruce boughs to dry. After the sun and air have bleached them white, they are assorted into "merchantable," for the best markets, "Madeira," for sale as second quality, and "dun," or broken fish, for home consumption. The fish exported to hot countries are packed by screw power in casks. Very large quantities are sent to countries as remote as Greece, Spain and Portugal.

## BRELOQUES POUR DAMES.

A KANSAS paper announces that a certain gentleman has been nuptiated—that is, married.

SHE was plump and beautiful, and he was wildly fond of her. She hated him, but a woman-like, she strove to catch him. He was a flea.

HE was carving at dinner, and thought he must talk to the aesthetic-looking angel on his right. "How do you like Beethoven?" asked he, at a venture. "Well done," said she, promptly, interested in the business at hand.

A young gentleman of Kilkenny, meeting a handsome milkmaid, near the parade, said, "What will you take for yourself and your milk, my dear?" The girl instantly replied, "Yourself and a gold ring, sir."

THE committee of a school district in Connecticut recently refused to employ a young lady because she had a beau. They wrote:—"We daunt want our gals taut by a nuther gal who has such notions about such things."

"MR. TOMKINS," said a young lady who had been showing off her wit at the expense of a dangle, "you remind me of a barometer that is filled with nothing in the upper story." "Divine Julia," meekly replied her adorer, "in thanking you for that compliment, let me remind you that you occupy my upper story."

To see a woman drive a tack is something worth observing. She will first proceed to fill her mouth with material, then take one, stick it in the offending carpet, and firmly clutching the hammer in her right hand, prepare to come down on the innocent tack. But—alas for female calculation!—she misses it and pounds her finger instead. The hammer is dropped and the injured member is instantly thrust into the feminine mouth. The offspring, who is upsetting the tacks, is slapped, and other means are found to relieve the feelings, when business is proceeded with again and the tack again stuck in its place. This time the hammer hits it, but knocks it on one side, a blow being given sideways to straighten it, which knocks the point clear off. Another one is tried, and after a succession of thumps—sometimes on the finger, sometimes on the floor, and occasionally on the tack—it is finally driven in. And the operation is repeated until the carpet is down, and a dishevelled female with red fingers, red face, and inflamed temper stands looking at her work and congratulates herself on having finished at last.

## HYGIENIC.

No person in health should drink more than from two to three pints of any liquid daily.

It is customary in some places to put a saucer of new milk in the larder to preserve meat or game from approaching taint. It is said that not only does it answer that purpose, but that the milk after a few hours becomes so bad that no animal will touch it.

OF late years cautious people have taken to boiling their water, in the hope of thereby destroying all organic matter in it, and afterwards filtering through a charcoal filter. Such a process of course thoroughly eliminates every possible source of contagion. On the other hand, the water thus treated becomes "soft" and is deficient in lime salts, a certain supply of which is necessary for health.

OF the many diseases which afflict mankind, the following fifteen causes of death take the lead in England, according to the Registrar-General's returns: Bronchitis carries off the largest numbers, then comes phthisis, next debility, then old age, then heart disease (mostly striking down the adults), next convulsions (principally afflicting children), then pneumonia, scarlet fever, diarrhoea, apoplexy, and paralysis, measles, cancer, premature birth, and whooping cough.

## HUMOROUS.

To an indigent person who was perpetually boasting of his ancestry, an industrious, successful tradesman of humble origin observed, "You, my friend, are proud of your descent: I am proud of my ascent."

A Western paper, in describing an accident recently, says, with considerable candour:—"Dr. Jones was called, and under his prompt and skilful treatment the young man died on Wednesday night."

"STEAM is not a great thing," remarked a French traveller in a railway-carriage to his *vis-à-vis*. "So it is," was the reply: "I owe my fortune to it." "Monsieur is manager of a company?" "No." "An engineer perhaps?" "No: I have lost a number of relatives by railroad accidents."

In all policies of life-insurance these, among a host of other questions, occur: "Age of father, if living?" "Age of mother, if living?" A man in the country who filled up an application made his father's age, "if living," one hundred and twelve years, and his mother's one hundred and two. The agent was amazed at this showing, and fancied he had got an excellent subject; but, feeling somewhat dubious, remarked that the man came of a very long-lived family. "Oh, you see, sir," replied the applicant, "my parents died many years ago, but 'if living' would be aged as there put down.—"Oh, I see," said the agent.