

when our other faculties require them to sustain their activities. In these three stages is involved the general classification of mental science. Understand these and the faculties employed, and you have entered upon the study with an assurance of success. And now, my dear, to answer your question, I may say that possible knowledge, to be of service as active knowledge, involves the memorizing that is not the mere learning but the understanding of a thing in all its part; and it is in the acquiring of such knowledge that you may say to your pupils, I want you to understand before you learn."

"But what do you mean by accessory knowledge?" asked my *protégé* the undergraduate. "You have spoken of it as being neither possible knowledge nor active knowledge."

"I am not sure that we can separate it altogether from these, but there is certainly some material which seems to have no meaning that has to be memorized. To be able to spell a word is to possess knowledge; and to know the dates, 1066, 1215, or 1815, is also knowledge, but only being akin to, and not identical with, possible or active knowledge, I have given it the name *accessory knowledge*."

The clergyman hereupon remarked that he considered my classification of knowledge into three divisions a very fortunate one for the student, and gave it as his opinion that a new and improved text-book might be written for our teachers, taking such a tripod for a standpoint.

"I always find," he continued, "a subject easy to memorize when I can group it into three divisions. The mere mechanical operation of *learning by heart*, as it is called, is easy when the process deals with three items at a time, at least, I always find it so when I have anything to learn by rote. But there is a further advantage in your grouping of mental science round the memory as a nucleus: it simplifies a subject which has always been more or less of a bugbear to the general run of readers. After what you have said, it seems to me that the process of thinking could be easily illustrated by the simple diagram used in illustrating the laws of reflection of light,—the mirror being the memory; the incident ray indicating the acquiring; the recipient surface the storing; and the reflected ray the recalling process."

Pleased as I was with the clergyman's encomium, I suggested, in a bantering kind of a way, that we ought to take out a patent for our discovery, and at once secure the holiday services of *mon élève*, the undergraduate, to realize on it, if not to the pecuniary advantage of himself, at least to the advancement of learning.