

"at the time that" takes the indicative and *quum* meaning "since" takes the subjunctive will also be quite obvious.

These examples show that studies must be conducted with the purpose of exhibiting processes of thought in connection with mechanical rules otherwise "the dead mass of information" cannot be converted into "living tissues of thought." It is equally true in the mental as in the vegetable kingdom "each seed has its own body." You must moreover possess a material or mental fact before you have its name or statement. The word "telephone" implies the previous existence of the thing whose name it is.

A mental perception or conception precedes and gives rise to its expression. Hence to study a classic language is really applying the mind to the study of classic thought. In fact grammar like history and philosophy is rightly dealt with by us only when we permit it to conduct us to the proper study of mankind, which is "man." It is intended to put us in vital touch with the various processes of human thought and feeling. Not to fulfil this intention is to fail to think in any adequate manner or degree. Indeed the true function of every branch of learning is only fully discharged as this purpose is fulfilled. As a mere dry statement of fact, geography and history are useless, perhaps worse. What a living thing geography is in the pages of Watt Whitman. His *Salut au Monde* at some stage or other in geographical studies may be read more than once to pupils to show them the great value of geography, as it exhibits to them a real, living representation of the wondrous world they live in, and helps them to realize the solemn importance of their citizenship therein.

In education as in religion the letter killeth and only the Spirit giveth life. A teacher of tact is a man of deep, broad insight in relation to the subjects he undertakes to make others know, acquired only by patient vital disciplining of his own mind in connection with the studies he pursues. Through the lessons of such a teacher virtue will flow into the minds of his pupils rendering them healthy in their operations, intelligent in their perceptions, and comprehensive in their mental outlook.

The effect of such teaching will be personal thought on the part of scholars. The teacher thereby will come to know the assimilating powers of the minds with which he comes in contact, making his chief concern the formation of right habits of thinking on the part of his pupils, and having in consequence his observation directed to their processes of thinking he is in a position to adapt his teaching to their power to assimilate knowledge.

It is obvious also that teaching pursued with the aim just indicated, possesses a disciplinary virtue of great advantage to the mind, forming its habits of thought under its influence and guidance. The scholar will come to appreciate the value of reality in his intellectual performances. He will learn that he can only secure his own self-respect by being able to know the reason of his mental contents. He will be fur-