

cate the N. P., his popularity with the Reform party would decline (assumed for the sake of argument). The occurrence of the probability spoken of in the sentence, if it should be brought to the test of reality, would be in the future. The mental position in which the speaker places himself is to regard it as past. Let me reconcile these statements, contradictory as they must seem.

The sentence may be re-constructed as follows, and yet convey the same meaning: If Mr. Bishop were to advocate the N. P., his popularity with the Reform party would decline. I think most of you will agree with me, that the verb in the hypothetical clause is in the past tense. But the argument fails when applied to the consequent clause. The best way, then, to dispose of the difficulty is to put ourselves mentally in the speaker's place. The supposition is "a mere conception of the mind." Mentally the speaker projects himself forward to a period to which the probability of which he speaks is a past event.

In simpler language, the speaker views Mr. Bishop's advocacy of the N. P. and his consequent fail in the estimation of the Reformers as having occurred. Bearing in mind the fact that mood has reference to the mental attitude of the speaker, anyone who regards my statement of the question as correct, must admit that the verbs in the example are in the past tense. Consequently, I think, we must come to the conclusion that Mason is right. What the others call future he calls a past paraphrastic.

These are the principal difficulties I have experienced in studying and in teaching this subject, and the method I have taken in overcoming them. If any teacher present has met with the same difficulties and has received the slightest hint that may be of service to him, I shall be gratified. But, in conclusion, let me urge upon you all the necessity of investigating for yourselves, and of accepting nothing unless you are satisfied that it is right.

THE IMPORTANCE OF METHOD IN TEACHING.

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IT will depend upon the use of the means, or the method employed by the teacher, whether or not he can accomplish the work expected of him. There are two ways by which knowledge is gained: one is finding the knowledge ready made; the other is through the exertion of the mind itself. The method will determine two things—the character and amount of knowledge, and the character of the training acquired in coming into possession of the knowledge. Proper mental training always brings two re-

sults—a consciousness of increased power and at the same time a consciousness of the possession of new knowledge. The ready-made knowledge may be got from a book or be given to us by another. Whether the knowledge will be of any real value to us will depend upon the mind's action in connection with it. If the mind put forth no act the knowledge cannot be taken in—it is left out in the cold, to use a common expression—it does not grow, it has no root, it withers away. It is this kind of know-