

THE CANADA
EDUCATIONAL MONTHLY
AND SCHOOL CHRONICLE.

MAY—JUNE, 1879.

UNCONSCIOUS TUITION.*

BY unconscious tuition I mean that part of a teacher's work which he does when he seems not to be doing anything at his work at all. It has appeared to me that some of the most nutritive and effective functions of an instructor are really performed while he seems least to be instructing. To apprehend these fugitive and subtle forces, playing through the business of education with such fine energy, and if possible to bring them within the range of a practical dealing and discipline, is the scope of my present design.

The central thought of my doctrine assumes that the ultimate or total object of the teacher's profession is not the communication of knowledge; or even, according to the favourite modern formula, the stimulating of the *knowing faculty*, if by the knowing faculty we understand a faculty quite distinguished and separate from the believing faculty, the sensibility, and the will. It has been generally admitted, for a long time, that education does not consist in inserting facts in

the pupils' memory, like specimens in a cabinet, or freight stowed in the hold of a ship. But not only must we dismiss those mechanical resemblances which liken the mind to a storehouse, a museum, or a library; we must also carry our conception of learning above the notion of an agile and adroit brain. Education does not consist in provoking bare intellectual dexterity any more than in presenting ascertained truth to the intellectual perceptions; or in both together. Education involves appeals to faith, to feeling, to volition.

In a word, education is not the training of the mind, but the training of the man. Being the discipline of an organized subject, it is organic in its own nature. No analytical classification can partition off the elements of humanity like the ingredients of a soil. Even of a tree we cannot rear a single branch independently of the other, unless we kill the others back by violence. One-sidedness has been the vice of all systems of education hitherto, and every legitimate advance

* Abridged from a Lecture by the Right Rev. F. D. Huntington, Bishop of Central New York.