

one of the main results of what we call methodical teaching.

In the second place, the teacher helps to form the learner, not only by awakening and wisely directing the impulse of inquiry, but also by aiding the awakened impulse in attaining its object. There is a methodical skilful expeditious manner of getting at knowledge, and this comes not by the light of nature. While it is true that all assimilation of knowledge is due to the activity of the learner's own mind, it is true likewise that this activity needs the guiding and steadying touch of the teacher's hand. Such control is obviously implied in the whole work of selecting and arranging the material to be learnt, in devising the lesson as an orderly methodical exposition; further, in adjusting subjects of instruction to the capacity and previously acquired knowledge of the pupil as these alter from year to year, and generally in the planning out of a methodical curriculum of study. In this way suitable, and so effectual, stimuli are brought to bear on the learner's mind, the desire for knowledge is evoked in carefully selected directions, and a methodical progress from elementary to advanced stages is rendered possible. The same control is implied in our modern and more scientific manner of teaching by evoking to the utmost the activity of the pupil's mind in the process of learning. Children's intellects are apt to be inert, and it sometimes happens that although they have the material in their previous knowledge which is needed for the assimilation of a new fact or truth, this material is not forthcoming. A skilfully directed question at such a moment, stirring the too inert mass of the young mind, will suffice to bring to the surface the needed analogy, principle, or illustration of principles. Such stirring of inert masses is one weighty part of the teacher's business.

I trust that I have now said enough to justify my contention that the teacher is needed before the learner is perfected as such. There is a sense, of course, in which it may be said that your pupil is there before you with his particular mind, his sum of capacities, tastes, impulses—and one may add errors and prejudices—and you have to adjust to it the whole course of your teaching. *En revanche*, your teaching works in the direction of bringing this embryo-learner more and more into adjustment to yourself as his teacher. That is to say, as the result of the mental exercises to which you subject this unformed mind, it grows more and more responsive to your touch, more alert, more companionable, more helpful. You are forming the learner, and the result is evidenced in the altered character of the progressive movement: your arm is no longer wearied by the backward drag of the laggard, the light grasp of your hand tells you that your companion keeps abreast of you, enjoying your pace.

I should like to bring to a close these rough notes on a large subject by pointing out one or two ways in which the teacher may most effectually contribute to the building up of the learner.

The first thing, I take it, in this great art of learner-forming is to bring the mind of your pupil into a favourable attitude towards the large domain of the unknown. He has an inkling of this already, but—not to speak of the blinding effects of conceit—he is little likely to suspect its vast dimensions. Never forget that the learner must pass through the dark and cheerless portal of conscious ignorance into the gladdening sunlight of knowledge. Do not be afraid for a moment to let him feel as far as he can that he knows as good as nothing. But be careful that it is only for a moment. The bleak