

So I think. *Socr.* What then is the man? *Alcib.* I cannot say. *Socr.* You can at least say that the man is that which uses the body. *Alcib.* True. *Socr.* Now does anything use the body but the mind? *Alcib.* Nothing. *Socr.* The mind is therefore the man? *Alcib.* The mind alone.

Thus the conclusion, as well as every step of the process employed by the teacher, is the work of the pupil's own thought. The Teacher, a step or two ahead of the pupil, encourages him to take every step also for himself; as the momentary necessities of the case demand, varies, slackens, repeats, returns upon his movements, never leaving the pupil until he sees him upon firm ground.

So the mother bird lures her young to fly. She perches upon a neighbouring twig and invites the young fledgeling to her side. She stops by his side and caresses him and flies again to the perch. The perch itself is not the great object, she might carry him thither. It is to develop his power of flight. Another and a remoter twig is now tried with the same results. Each time the wings grow stronger, until the power of flight is fully attained, and at length his joyous course is over the whole broad compass of wood, and field, and meadow, and through the expanse of heaven itself. "Methods of instruction," says Supt. Wickersham, of Pennsylvania, in his book on that subject, "should be suggestive; should prompt pupils to earnest self-exertion. Facts should be communicated in such a manner as to suggest other facts; one effort in reasoning stimulate to other efforts; one trial of strength induce other trials; one difficulty overcome excite an ambition to triumph over other difficulties. The teacher should create interest in study, incite curiosity, promote inquiry, prompt investigation, inspire self-confidence, give hints, make suggestions, tempt pupils on to try their strength and test their skill." (p. 74.)

Of Dr. Arnold of Rugby it is said, that his whole method was founded upon the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule he never gave information except as a kind of reward for an answer. His explanations were as short as possible, enough to dispose of the difficulty and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject, to disclose to them the exact boundaries of what they knew or did not know, and to cultivate a habit of collecting facts, and of expressing themselves with facility and understanding the principles on which their facts rested. Thus the greater part of his instructions were interwoven with the processes of their own minds; there was a continual reference to their thoughts. He was evidently working, not for, but with them. His object was to set them right, not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answer of the advanced part of the class the medium for communicating instruction. (*Stanley ad hoc.*) Possessing enthusiasm for his work, Dr. Arnold succeeded in arousing the same quality in his pupils, while by the Socratic method he successfully directed and trained the energies which he had aroused.

These, then, are the elements—for my limits forbid my going further than the elements—of the teacher artist's faculty. He must grasp an ideal; he must be capable of enthusiasm; these are his subjective qualities. In the pupil, he must be capable of kindling enthusiasm; he must manage to manipulate him as self-active, ever to higher and truer degrees of self-activity, these are his objective qualities. He who possesses the former named of these qualities will not

rest until he finds himself in some measure at least attaining the latter. The teacher's soul within him will actualize itself. The school-room will be a studio, where, if genius with her divinations, and marvellous instincts, and daring conceptions, does not clear all obstacles at a bound, that counterpart of genius and indispensable ally in every true work of art—an invincible patience, a tireless industry—will, step by step work out its great achievements. If, as Addison says, "education is to the human soul what sculpture is to the block of marble," surely the unsparing pains taken by the sculptor, as stroke by stroke, and touch by touch, he gradually fashions the stone into forms of grace and nobleness and beauty, are but an emblem of the faithful and loving toil with which through weeks and through months the teacher-artist labours to transform his infinitely more susceptible material into conformity with his own ideal of character.

I hope I have not drawn one of those unpractical pictures of professional excellence which can only be a grief and a burden upon the consciences of those who choose to entertain it. I would not have the teacher break his heart with anxiety for the unattainable. To charge ourselves with the blame of the failures which occur in the sphere of our labours, is often needlessly cruelty and rank injustice to ourselves. It is the lot of those whose aim is high to meet with disappointments. Fellow teachers, let us not forget that we too are going to school. Perhaps we are enjoying the very best training of our whole lives. Permit me to name one lesson which the exigencies of our position are commending to us perhaps more than any thing else. "If any man lack wisdom, let him ask of God, that giveth to all men liberally and upbraideth not; and it shall be given."

Phonography.

By M. H. TAYLOR, member of the Phonetic Society and Teacher of Phonography.

In view of the probable further discussion of this subject at the next annual convention of teachers, at Sherbrooke, we give in this number of the journal the first of a series of articles by one who is expert in the art, and desirous of promoting its general use.

Having seen in the *Journal of Education* an invitation to persons who had time to write on educational subjects, to forward such articles as they might think useful or interesting to its readers, and believing that the introduction of Phonography into our schools would be of immense benefit to the public at large and to the scholars in particular, that, in fact, Phonography is fully as useful as any branch now taught in our schools, I beg to call attention to the value of this highly important and time-saving invention, which some rank amongst those which have conferred most benefits on mankind.

With this view I shall endeavour in a series of articles on the subject to give an account of the various inventions for the transmission to posterity, accounts of the important or interesting events which have occurred and which mankind has ever been desirous of rescuing from oblivion.

This will involve a consideration of some of the reasons why the labor-saving art of Phonography should, be made a part of the educational scheme of the present day, with my opinion as to which of the many systems now before the public should be selected both for schools and for reporting purposes.