

properly assert the authority of the teacher, nor do they really produce obedience on the part of the pupil.

When corporal punishment is resorted to, it should be of a proper character—never partaking of that continuous infliction of pain which we denominate torture and never administered except in a spirit of mildness, and with deep regret at its necessity. When all those persuasive incentives and agencies which constitute moral suasion have been appealed to without avail, and there is no other resource, corporal punishment may be resorted to in order to save the pupil, but for no other reason. The necessities of discipline may seem to require it, and they certainly do, if in order to meet them the teacher must choose between chastising his pupil thus or depriving him of the benefits of school instruction and training, and so insuring his moral destruction.

In directing the various movements required of the pupils, care should be taken never to touch them. The teacher ought to take such a position before the class as will command the eye of every pupil, and hence direct by the voice or by a signal. Pupils must be habituated to the impression that the teacher will give his commands but once, and that they must be obeyed at once.

Harsh tones of the voice are unnecessary and improper. Words of disapprobation may be uttered by the teacher in a tone of decision, without the use of any severity that would imply resentment, anger, or antipathy on the part of the teacher. On the contrary, the language used and the tones of the voice should always express a feeling of sympathy with the child. This is the way to win the youthful mind, and to bend the will, through the affections. A different course will antagonize it and prevent all real submission, securing only a temporary semblance of obedience.

"As the teacher, so will be the school." It is, therefore, requisite that teachers should rigidly discipline themselves, by carefully cultivating habits of neatness, cleanliness and order, gentleness of manner, a watchful self-control, and a cheerful spirit. In speaking, let the rising inflection of the voice prevail; then the falling inflection of reproof will be more effectual and impressive.

Teachers should seek to obtain the sympathetic regard of the children by giving due attention to their little wants and requests, which should be fulfilled as far as may be proper and reasonable. Children are quick to perceive and resent injury or injustice. The child who asks for the privilege of a drink of water, for instance, may be suffering acutely; and if not accorded relief, when this seems to be perfectly practicable on the part of the teacher, feels a sense of outrage which, for a time, if not permanently, impairs its respect and regard for the teacher. The cultivation of a due feeling of sympathy for the children will wholly prevent this. The possession of this feeling in its fullness is the best foundation for success in both discipline and instruction.

Encouragement inspires confidence; and children, more than others, need it. Let it be given, in all cases where this can be honestly done. To a want of this in the discipline of classes are to be ascribed the timidity and reserve so often manifested among pupils by a hesitating manner, a low voice, and a tone of inquiry in response, especially to strangers. A proper degree of encouragement renders them confident and spirited, eager to tell what they know and in an audible tone of voice. Encouragement has a peculiar influence in promoting both mental and moral improvement.

Public exposures and badges of disgrace belong to a class of punishments which, if ever resorted to, should be employed under careful limitation, and with great circumspection and prudence; for it requires a skilful, discreet, and conscientious teacher to use them safely and with benefit. In the discipline of girls, they should be avoided altogether, as destructive of that nice sense of shame and delicate sensibility to reputation which are to be most carefully fostered in the female character.

Cleanliness, method, and regularity are among the first and most necessary elements of popular education. Every rule requisite to maintain or impart these should be punctiliously and diligently enforced.

Education is unfinished until the physical powers come under subjection to the understanding and the dictates of morality and social refinement. Children should be taught how to sit, to stand, to move, to walk. Rules are required for this; but they need