

the rigid method of teaching, is passing away. With the more modern teacher all is love. He loves all his pupils, from the frowzy six-year-old boy to the big girls on the back seats. He gushes, he runs over with love. He sets up no standard of right, in any case, to which the ill-disposed or unruly must come. He coaxes and flatters his pupils, and is inclined to toady parents and the school board. He desires to succeed, and his effort is to govern, provided he can do it by love; if he can not, he lovingly submits to have the school govern him. Out upon such sickly, wishy washy, sentimental nonsense. That teacher is weak who desires any love from pupils not founded upon sincere respect for him as a man and a scholar, and a fearless executive of just and needful regulations. No true boy of spirit will feel anything but pity and contempt for such an invertebrate teacher as I have described.

There is no need of either of these extremes in government. The teacher can be just, without being morose; fearless in doing his duty, and yet kind and genial; strict in requiring obedience, and yet swift to do pleasant things for those under his charge.

Thirdly, with respect to courses of study. Not every school in a small town should copy the course adopted at Chicago or Boston, but should arrange it so as to be of the greatest advantage to the majority of the pupils who attend. And yet a good, thorough course should be adopted, not omitting some studies for general culture. And when a course is once adopted, no amount of influence should be permitted to cause teachers and school boards to graduate a pupil unless that pupil has studied and passed a thorough examination in every study laid down in that course. The very common practice of allowing pupils to pass grade who do not meet the demands of the class to which they are going—to thus slide along through the course, and go out at last with the certificate of graduation, is a most bare-faced fraud upon the public and the pupils themselves. It is an old saying

that "human nature is as lazy as it can be under the circumstances"; and if pupils come to believe that they can "pass" without effort, and that even if they do not quite come up to the requirement, they will be allowed to slip through, they will almost universally become idle and superficial; and these habits once formed, will cling to them through life. There is often much pressure brought to bear upon a teacher or examiner in many ways to permit this, and it needs backbone to resist it. Still, it is not always necessary to keep a pupil going over a study year after year, for which he has no taste or apparent capacity. If general history be in the course, for instance, and a pupil, bright perhaps in other things, does not seem able to master this, he may, after one or two trials, be permitted to drop it. But he should not be permitted to graduate, and thus have a certificate that he *has* mastered every study in the course. This common practice lowers the tone and reputation of the school and of its graduates, and is one of the chief reasons why people at large care so little about the diploma of a school as a certificate of scholarship. It is by no means necessary that a pupil should receive a diploma, but it is essential that he receive good, thorough instruction, should be well grounded in the elementary branches, should have good habits of study fixed upon him, should learn how to do honest, earnest, hard work in whatever station of life he may be.

Lastly, with regard to our general systems of education. I believe thoroughly in a state system of instruction, that shall be a living, vertebrate thing, with vital connection in every part, from the University down to the district school, controlled by the same will, informed by the same spirit, aiming at the same great purpose. It must not be so rigid as to shut out the majority of the children of the state from its benefits, nor so loose as not to present an opportunity for thorough instruction to those who desire it. It must yield to no demands of sect or party, and should be, as far as possible, removed from the domain of politics.—*Prof. E. Barton Wood, in Michigan Teacher.*