

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 or 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 requirements, 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 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.—*Michigan Teacher.*

## Government and Discipline.

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In all the rules and methods of discipline employed, the true object of discipline should steadily be kept in view namely, to train the pupils so that they may form right habits.

Firmness, vigilance, and uniformity in dealing with children, are of the first importance. The teacher should never resort to violent means, as pushing, pulling, or shaking the children, in order to obtain their attention. All such practices constitute a kind of corporal punishment which, whether that species of coercion be permitted or not, should be most carefully avoided.

Modes of punishment especially painful to the corporal system, such as the sustaining of wearisome burdens, unnatural and long continued attitudes of restraint, standing, kneeling, etc., are exceedingly wrongful and injurious. Equally so is the confining of delinquents by tying them or by shutting them in closets. These are all a resort to mere physical force instead of moral incentives, and involve no appeal to a sense of honor or duty in a child. They do not 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 recourse, 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 movement 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 thence 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