

with both parents and pupils; he must interest himself in what interests them, and adapt himself to their varying tastes and peculiarities. On terms of friendship and in full sympathy with all, he is prepared to secure their co-operation, and thus carry out his plans and purposes for the welfare of his school.

*Mental and physical recreation are important disciplinary agencies.*—The mind and body are inseparably connected. Hence mental culture cannot be successfully carried on without physical culture. Both mind and body must have recreation more than the ordinary recesses and holidays afford, and, as every teacher knows, there are certain hours and days when the fiend disorder seems to reign in the school-room. He cannot assign any reason, but the very atmosphere is pregnant with anarchy and confusion. And what can the teacher do to overcome the evil? Let an unexpected change divert the attention of the pupils; let some general theme be introduced in a familiar lecture or exciting narrative; or, if nothing better is at hand, let us say the multiplication table, or sing "Old Hundred," and the work is accomplished. The room is ventilated of its restless contagion and the furies are fled. Now add to this mental the physical recreation of school gymnastics, and the remedy is still more sure. Gymnastics are useful and important not only as a means for physical development, but also of school government.

*The discipline of punishment.*—The circumstances connected with the offence must be carefully studied, and a distinction always made between wilful and unintentional wrong. The isolated act of transgression does not indicate the degree of guilt incurred nor the kind of punishment to be inflicted; the presence or absence of palliating circumstances, the motives which generated the act, the present views and feelings of the offended pupil, must all be taken into the account. The master should never, therefore, threaten a specific punishment for anticipated offences. No two cases of transgression will be exactly alike, and hence the kind and degree of punishment should be varied as the case demands. Moral influence and kindness should attend every act of severity. Never let the sun go down upon the wrath of a chastised pupil. See him alone, bring to bear upon him every moral power, treat him now with kindness and confidence, and thus restore him to duty and favor. One example to illustrate: A gold dollar had disappeared from the teacher's table while she stepped to a neighboring room. Two school girls, who were the only persons present, had disappeared. It was Saturday, and in the evening the young ladies were assembled in the public parlor for family worship. The principal, who was conducting the exercises, commenced describing the effects and consequences of having, by accident, deposited a gold dollar upon the human lungs. It would corrode and poison, produce inflammation, disease, and death if it could not be removed. He then transferred the gold dollar from the lungs to the conscience, and portrayed the consequent guilt, remorse, anguish, and moral death resulting from such a crime, if not repented of. He presumed the young lady would gladly restore the money and save herself from the disgrace and suffering which must follow. He told her where she could leave the dollar, and that the fact of restoring it would be proof of her penitence, and would save her from exposure. In her desperation she had already thrown the dollar down the register; but she did borrow the amount of her teacher, confidentially, to be paid from her spending money, and deposited it as suggested. And so the whole matter was settled, and the most satisfactory results followed. The parents of the young lady never knew that anything of the kind had occurred.

*The discipline of study.*—Study is mental gymnastics, systematic thinking, and the end in view is development and culture. One great object of the school is to induce and direct this mental exercise. Study is of the first importance, and hence must have the first attention of every practical teacher. He teaches his pupils how to study. He shows them it is not the number of hours spent with books in hand, but close application that secures thorough discipline and good lessons, and that self-application is the only condition of sound learning.

*The discipline of recitation.*—Recitation is the exercise of expression, and, like study, belongs wholly to the scholar. Study and recitation are the principal means of gaining mental power and practical ability.

*The discipline of instruction.*—School instruction serves to render acquired knowledge more definite and conceptions more vivid, and cultivates the power and habit of expression. And all these exercises—study, recitation and instruction—have one common end to accomplish, viz.: discipline.

There are three methods of instruction. The more common is by *questioning*. Many teachers know of no other way, and some have so little knowledge of the subjects taught that they demand to have questions prepared for themselves as well as for their pupils. And bookmakers, quick to observe the condition of the market, often line the margin of their books with leading questions to be used in study and recitation. This is all wrong and one of the indications of the superficiality of the age. The tendency in all departments of learning is to skim the surface and remove the necessity of thoroughness. Questioning is not the best method of instruction, nor can it be safely adopted as the only method. Yet the method has its place, and may be useful: first, to direct the attention of the pupil to special topics or thoughts which have been overlooked or omitted in the recitation; secondly, it is useful in conducting reviews and examinations.

Written answers have the advantage over verbal that they bring the scholar under rigid examination in other departments of primary instruction. A written answer exposes his penmanship, orthography, use of capitals, punctuation, and forms of expression. Hence, this method of examination should be practiced as often as time and circumstances will allow.

Lecturing is another method of instruction which has its uses and abuses. A lecture by the teacher should never be substituted for a recitation by the class. Many teachers suppose that the measure of their ability as instructors is the power they have to explain and talk before the class, and hence they spend the most of the hour assigned to recitation in the display of their own gift of speech. But in the recitation room the good teacher has but little to say.

Study and recitation are the principal agencies to be employed in the process of training. Instruction is useful and important only so far as it secures, directs, and controls earnest study and careful recitation. Any system of instruction, therefore, which weakens the motive or removes the necessity of laborious thinking and independent expression is false in theory and ruinous in practice. The recitations should be made standing, that the pupil may be brought out prominently before the class and acquire the habit of thinking and speaking in that exposed position. This will give him confidence and self-control. But some thoughts cannot be expressed in words, these must be drawn out in figures, diagrams, and maps.

*The discipline of good manners.*—The manners of people surely indicate their morals; but human society itself exists only so long as the moral sense of the community is preserved. Of manners and morals it may, then, be affirmed that the one is but the complement of the other, and that they cannot be separated.—HIRAM ORCUTT, in circular issued by Bureau of Education, Washington.

The following is from a recent teachers' examination held in Wayne County, Iowa:

- Q. What is a fraction? A. A part of a whole.
- Q. What use do you make of a word the meaning of which you do not understand? A. You don't make much use of it, and when you do, not very much.
- Q. Give a synonym of annals. A. Yearly.
- Q. Give a synonym for celebrate. A. Thankingful.
- Q. Does it injure a pupil to have him learn to spell and pronounce words that he does not understand? A. I think it is.
- Q. Give the meaning of the word disjoin. A. To join apart.
- Q. How are the expenses of the U. S. Government defrayed? A. By Licentious fees for selling Liquors.
- Q. Who were the puritans—why so called? A. The Puritans were a religious sect so called by England.
- Q. Who were the Quakers? A. The Quakers founded Pennsylvania, led by William Tell.
- Q. Write an application for a school. A. Corydon, Iowa, Aug. 24, 1881. Mr.—If you are willing to give me your school I am willing to take it. Yours—

—Iowa Normal Monthly.