

pupils has power to gain their love and confidence, which should be his chief reliance in school management. An affectionate pupil will confide in our judgment, respect our authority, and fear our displeasure. If we show him by our personal attention and kindness that we are his true friends and that all our efforts are designed to secure his best good, and make him believe it, we hold him as by the power of enchantment; we have no further need of physical force as applied to him. But this kindness, which is an essential element in every true system of government, is not, and cannot be, a substitute for authority or an obstacle to severity, when the good of the individual or the school demands it. The teacher must cherish an abiding love for his pupils, and that love is never more truly exercised than in inflicting necessary pain in the management of public affairs. Of the teacher's heart Shakespeare could not say, "It is too full of the milk of human kindness," if only he has enough of authority, firmness, and executive will. Without these, even love, as an element of school discipline, is sometimes powerless.

7. *This brings me to consider the discipline of punishment.*—I have spoken of the power of system, law, and kindness, in their silent but effective influence upon individuals and the school. I have spoken of the means and methods of preventing evil. I come now to the penalties to be inflicted when crime has been committed. Wholesome laws will be violated under every system of school management. The question to be settled is, Should the government of the school be positive and efficient? If so, the master must have the right, disposition, and power to inflict punishment when necessary. If this right is denied or this power withheld, the government of the school is at the mercy of circumstances; it cannot be sus-

tained. In the dispensation of penalties, professional knowledge, and wise discrimination are requisite. 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 feeling of the offending pupil, must all be taken into 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. But the good disciplinarian seldom resorts to severe punishment in the government of his school; yet he never relinquishes his right to punish as circumstances require. Nor does he regard severity, when necessary, as an evil to be deplored. It is indeed a sore evil that mortification has so endangered the life of the patient that the limb must be amputated; but it is not an evil that you have at hand surgical skill and suitable instruments to perform an operation. It is indeed a misfortune that any child or pupil has become so demoralized and reckless as to incur the penalties of the law; but Solomon's rod, which has restored him to obedience and duty, is a blessing whose influence will be felt and acknowledged by the offender as long as he lives.

Nor is severe punishment to be regarded as the "last resort." When it may be inflicted at all, it is the first resort, and the true remedy. Allow me to illustrate: A skilful physician is called to prescribe for a patient sick almost unto death. He sees, at a glance, that only one remedy will cure, and that must be administered promptly.