

A.—I cannot answer that in full. I may say I use very little corporal punishment. I am a strong advocate of moral suasion. I have little sympathy with those who are perpetually flogging. I admit that there are children with whom it is very difficult to get along without the rod,—children who are taught by parents that they are never in earnest unless their words are emphasized with blows. I would therefore strongly recommend that the teacher should have it in his power to use the rod. There is a strong moral power in the very consciousness that the teacher can use the rod. At the same time I would deeply deplore the frequent resort to brute force. I use the word "brute force" advisedly. That is the word. Every time a teacher is compelled to resort to brute force he shows a lack of moral power, and the teacher who habitually uses the rod in the school does not exert in the school a useful influence. You injure your power just in proportion to the frequency with which you use the rod. I am prepared to admit that you must secure order at any cost; and if you unfortunately cannot secure order by moral force then you must secure it by physical force. At the same time I express my opinion that physical force is an infinitely lower and more degrading mode of government than moral power. With regard to what offences I would use corporal punishment for, I would say especially moral offences—using obscene language, swearing, lying and the like. I do not think offences against mere routine or order are so properly punished by that means. As to the kind of punishment, if you use corporal punishment at all, I think flogging with a strap is the kind. It is important to know with what degree of strength to use it. I would recommend you to go to the largest teacher of your acquaintance and get him to lay the strap on your shoulders as hard as he can. (Laughter.) If you are in the habit of making your boys take their coats off, take your coat off. You will then have a feeling consciousness of how it is, and there will be no great probability of your using it too much. You should lock the strap in a drawer that you do not use, take the key home and leave it there. I make this recommendation to you advisedly. There is sound reason in it. You can never be charged with whipping while in a passion,

and in 19 cases out of 20 you will not find it necessary to take the key with you the next morning. You will have found out in the meantime some better way than flogging. Let me strongly urge you not to flog as a rule in the presence of your pupils. The exhibition of brute force is a degrading one; its whole tendency is lowering upon the pupils who witness it. I would recommend you to do all the whipping in private, but in the presence of two or three of the curators of the school, in order to prevent the culprit making misrepresentations afterwards.

Would you allow of any talking in study hours? How would you break up the habit of pupils studying their lessons aloud?

A.—I would not allow any talking or whispering during study hours. The slightest whispering in study hours ought to be an infringement of rule. If you have a well-ordered school no child would speak during study hours, and no child would study so as to be heard by others. The children should be taught that they can study just as well in utter silence. You should not hear the slightest whisper or sound. As to how I would break it up, I can scarcely say, but I would break it up. I think it is a good plan to give your pupils five minutes at the close of each hour and let them whisper to one another then.

What system of marks would you adopt in registering the exercises of the various classes so as to secure brevity and comprehension. Do you approve of such a method of recording class recitations, and what steps would you adopt to secure thoroughness and attention in the preparation of studies?

A.—I strongly approve of giving these marks to your pupils as a means of securing thoroughness in the preparation of their lessons. I think the roll book might be used very properly to enter these marks. You would decide, in the first place, what constitutes perfect recitation, and tell your pupils how many marks is perfect. Remember, too, in awarding for good conduct, the different temperaments of the children.

Would not a system of appointing monitors to watch over a certain number of pupils as to their conduct encourage tale bearing?

A.—I do not think so, because directly