

promising pupil has been driven from school and college, deprived of his birthright of education, through dread of them. In many another case the shaft of ridicule has rankled in the sensitive breast until the whole spirit has become poisoned. The teacher who would be respected and beloved by his pupils, or who would influence them for their good in all the future must be careful to save his taunts and sarcasms for those who stand on an even footing and may retort in kind. Even with such they are questionable and dangerous weapons.

Thus far we wrote *currente calamo*. But another question arises and "gives us pause." Does not the same objection in the main apply to every form of punishment a teacher may inflict? Whether he withholds a privilege, imposes a penalty, or applies the ferule, is it not by virtue of his superior position that he can do so? In what then consists the difference? Or is the teacher who punishes always and necessarily a tyrant? But no, there is a difference. It is in the moral character of the act, as given to it by the motive and spirit of its performance. The teacher may—he will, if a true teacher—inflict any right and necessary punishment in a spirit of kindness, and with a genuine desire for the pupil's good. It is even conceivable that the rod may be applied in such a spirit—though we fear such cases are rarer than angels' visits. But who can conceive of a cutting sarcasm, or stinging sneer, uttered in a spirit of love?

We thus fall back on a first principle in regard to punishment in school. The only justification of punishment anywhere or by any one, must be found in the moral effect produced. But in the sphere of morals it is eminently true that like produces like. We may as well expect grapes from thorns or figs from thistles, as a good moral impression from a punishment administered in a vindictive mood. Herein is the condemnation of corporal punishment in schools. In nine cases out of ten, if we may generalize from our own observations, it is inflicted by an angry master upon an angry culprit. It may be effective in preventing the repetition of a specific offence, but only through the low agency of physical fear. The cases in which the conscientious and high-minded teacher can feel that his own self-respect is increased by the process, and the pupil morally benefited are, we fear, very rare. The case between parent and child is different. The strong paternal or maternal love in the one flows out to meet the current of filial love which flows back, and by making the necessary act one of pain and self-sacrifice, invests it with a moral power which is often salutary to both parties. And yet, even in the case of parents, it may well be questioned whether a still higher degree and quality of moral power does not, to a great extent, supersede the necessity for the use of the rod, and raise the honored parent to a still higher plane of moral government and influence.

Nor is it altogether unworthy of remark that the fact of being able to resort to physical punishment is in itself sometimes harmful to the teacher by doing away with the necessity for maintaining supremacy by intellectual and moral means. When one's nervous force has been pretty well exhausted and he feels

incapable of much exertion, it seems often much easier to subdue a refractory pupil by a muscular than by a mental effort. Thus, by resolving to rule without the rod, a temptation to appeal to the lower rather than the higher motive is taken out of the way, and a new incentive to the cultivation of will-force, and genuine moral power, is substituted. "There is nothing stronger than necessity," says the old Greek proverb. We may, perhaps, without very violently wrenching its meaning, apply it to the case in hand. The sense of necessity is mighty with all of us, and there are probably few who, when brought face to face with the fact that the turbulent elements of the school-room must be subdued, and a reign of order and industry established, by the use of moral, as distinguished from corporal appliances, or an ignominious failure result, will not rise to the demands of the occasion and summoning brain and heart to the work, develop sources of strength equal to the emergency. Many teachers who inwardly resolve to eschew corporal punishment, if they can possibly get on without it, are yet afraid to let their determination be known. They like to hold up the ferule *in terrorem*, and to feel that they have it to fall back upon as a last resort. But such timidity is, we believe, a source of weakness and will prove a hindrance to the success of the better methods. Others more resolute, burn their ships behind them. Such teachers, if possessed of average discretion and mind-force, very seldom, we believe, regret the decision.

The high school teachers of Massachusetts have been debating the question whether admission to High Schools and Colleges should be by examination or by certificate. The majority of the speakers seemed to favor the latter method. It was urged, not without force, that the teacher who had been with a pupil for one, two, or three years, knew more of that pupil's capabilities, habits, and attainments than could be found out by any examination. To the difficulty that at once suggests itself, arising out of the varying qualifications and trustworthiness of the teachers, it was replied that if the teacher wishes to cheat the college he can do it under the one system by cramming, as well as under the other by recommending those not fitted.

Such discussions as that referred to in the preceding paragraph serve to show how unsettled almost everything relating to schools and school systems is amongst our neighbors. Teachers and educators of all grades seem restless, dissatisfied with present attainments and methods and continually looking out for improvements. This may seem in some respects discouraging, but it is doubtless preferable to the easy-going, self-satisfied way of looking at things, which too often prevails. The question arises, however, whether there may not be a disposition to think too much of the method, too little of the men, or women, who have to carry it out. The fact is that the most perfect system on earth will not produce good results in the hands of a poorly qualified, unskilled, or idle workman, while the teacher who is thoroughly awake and abreast of the demands of the time and of his profession will do good work under any system. This is no reason, certainly, for neglecting