

instead of to a political club, the quotation and the comment would have been no less apposite. It is not too much to say that with the members of the teaching profession, to a greater degree than with any other single class of workers, it rests to determine in what measure the typical Canadian of the future shall attain this and even a higher ideal. It is yet too soon for the Canadian type to be fully developed. But it is coming, and coming soon. Very few generations can pass before the word "Canadian" will mark a species of men and women distinguished by marked differences of form, feature, and mental characteristics alike from English, Scotch, Irish, and American ancestors. Mr. Wells's truthful description of the physical condition—the *habitat*—of the new race shows that it should be inferior in physical development to none under the sun. It behooves all true patriots, and, above all, the teachers, who have so much to do with forming the minds and morals of the next generation, to see to it, so far as in them lies, that the Canadian type shall be one of the noblest. The stock is of the very best. The Anglo-Saxon blood flows in the veins of the great majority, and in the stimulating atmosphere of the New World it flows faster than in that of the Old.

We should like to add a touch to the portrait of physical and intellectual vigor which the orator has so well drawn. The highest part of the character has been omitted or too lightly sketched. Something nobler and rarer, too, than any of the qualities named is indispensable to make men and women of the highest type. The foundation of all manly and womanly excellence must be laid in the moral nature. Where this is dwarfed and stunted, where it falls short of the highest development, there can be no true symmetry, no genuine nobility. Is the conscience clear? Does the sense of right sway all the other faculties? Is the whole inner nature sensitive to the lightest touch of moral obligation? Will the coming Canadian fear God and love righteousness, and hate iniquity in every form? Will he be pure-minded, and unselfish, and large-hearted? In this direction is to be found the true touchstone of noble character.

### Special.

#### DISCIPLINE AS A FACTOR IN THE WORK OF THE SCHOOL-ROOM.

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(Read before the Pennsylvania Teachers' Association).

The work of a school may be roughly divided into two parts; first, instruction, and second, discipline. Instruction as we are thinking of it, consists in imparting knowledge and in conducting those educational processes which produce intellectual strength and culture. Discipline in the sense now intended includes both those influences which secure order in a school-room and those forces which tend to awaken and develop the moral nature of the young. In the first, the teacher appears as the builder-up of the mind, an instructor; in the second, as an executive officer administering a system of government.

An end of school discipline is order; but this is the least important of its ends, which comprehend in their fullness the high purposes of forming character and shaping life. The custom has been even among the teachers of wide reputation to look upon the discipline of the school rather as a means than as an end. Children in school, they hold, must be orderly or their studies will be interrupted and their progress in learning slow. This view is

partially correct, but in our conception it stops at the very beginning. A child attends school certainly not more to learn reading, writing, arithmetic, and other branches of knowledge, than he does to receive proper moral training. Habits like those of order, obedience, industry, politeness, if they can be acquired at school, and great principles such as honor, honesty, truthfulness, justice, charity, if they can be implanted in the youthful mind, surely outweigh in educational value any amount of what is called learning. And as discipline in schools well directed can do much to form moral habits and instil moral principles; it is not only the handmaid and helper of instruction, but has an end of its own quite independent of all others. Instruction seeks food for the intellect, discipline looks to the forces that control the feelings and the will; instruction busies itself in storing the memory with facts, in furnishing the understanding with principles, and in conducting the imagination through fields of beauty; discipline searches out motives, looks down into the human heart to find and master its springs of action, good or bad; instruction is pleased with fine recitations, good examinations, and graduates that stand at the head of their class; discipline demands conduct unexceptionable, character well formed, and a solid foundation of true manhood with which to go forth to meet the future; instruction makes scholars, discipline develops men. In this broad sense I propose to speak of discipline as a factor in the work of the school, supposing that the subject is of peculiar importance in this country at the present time.

As applied in the school-room, discipline assumes several different forms which admit of classification. There is a form which may be called the discipline of force; another, the discipline of tact; third, the discipline of consequences; and a fourth, the discipline of conscience. They differ somewhat in aim, but materially in method. As a whole they cover the subject historically, if not philosophically, and light must be thrown upon the most delicate and difficult work of the school-room by their discussion.

1. *The discipline of force.* If in a school, order alone be aimed at, by far the easiest and most summary way of securing it is by means of force. With the authority he possesses and his superior physical strength, a teacher can readily compel his pupils to sit motionless at their seats. They may not study, but they can be forced to remain still. Under such rule quiet will reign supreme. All disorderly conduct, all mischievous tricks, as well as all childish mirth and thoughtless noise, may be banished from the school-room. The deadening influence can be made to reach the playground, and all the exuberance of youthful spirit can be crushed out.

The school committees and school boards of the past, and a few who are not yet buried, have been accustomed to consider ability to keep order in a school as the highest qualification of a teacher. Such as these want a man who can govern a school, master its rough elements, whether he can teach it or not. Their ideal schoolmaster is one who possesses strength and courage, a kind of Hercules. Of that moral power which masters with a look, a shake of the head, or a word of admonition, whose very presence commands obedience, they have no conception. But in fact, to keep a school in order is the lightest of the teacher's tasks. A government of force is easily administered. A policeman with his club ought to be able to keep ten thousand children not only quiet but trembling; a teacher with a rod and ruler certainly should have no difficulty with fifty.

Still, it must be acknowledged that a discipline of force is the time-sanctioned method of governing a school. The school in all ages, whenever and wherever described, reveals to us the rod, the ferule, the ruler, the strap, and other like implements for punishing refractory children. No historic records reach back beyond the time when some form of bodily torture was not resorted to in school to preserve order. The use of the rod was common in the schools of Greece and Rome, and the wise Solomon thought it essential to the right bringing up of children in Judea. An old schoolmaster in Swabia, in a service of fifty-three years, according to his own faithful statement, administered 911,600 canings, 121,000 floggings, 209,000 custodies, 10,200 ear-boxes, 22,700 tasks, 136 tips with the rule, 700 boys to stand on peas, 6,000 to kneel on sharp edged wood, 5,000 to wear the fool's cap, 1,700 to hold the rod—in all, 1,282,036 cases of punishment. "Many a white and tender hand," says a writer in the *Spectator*, speaking of the Eton School, England, "which a fond mother had passionately kissed a thousand and a thousand times, have I seen whipped until it was covered with blood; perhaps for smiling or for going a yard and a half out of the gate, or for writing an o for an a or an a for an o." In this country, whippings and other forms of corporal punishment have been in use almost universally as a means of school