

dred dollars for such training. This would enable the trustees to engage a teacher to take the principals' division during the sessions of the Model School, and leave him free to devote his whole time to the management of the school, and to the instruction of the teachers-in-training.

Third.—In regard to the teachers in the Model Schools, they should be the best that can be had in their class, so that student-teachers may see teaching done, which it would be their ambition to emulate. They should see the pupils managed with that kindness and firmness, and that vigilance over their conduct which would lead them to look upon the school as more than in name a model school.

Lastly.—If they are not yet all they

ought to be (and their most ardent admirer, I am sure, does not think they are), no doubt they are doing a noble work. There is many a young teacher leaves there with broader and nobler views and higher aspirations, seeing much more in his calling than a mere means by which he is to gain a livelihood, regarding it as it deserves to be regarded—the noblest of all professions. In 1877 and 1878 nearly 100 received training in my own County Model School, and in other counties I suppose the numbers would be much the same. If then so many are being trained, and if the schools are designed to accomplish that with which I have credited them, then surely they are worthy of the hearty support of all true friends of education.

WE are glad to note that an effort is to be made to obtain some authoritative opinion on the vexed question of corporal punishment in schools. A teacher of thirty years' standing having been summoned twice in a few months to answer charges of assault committed upon pupils in his school, and contrary decisions having been given by the magistrates who heard the cases, a meeting of the school managers and teachers of the district was held to consider the whole question. The meeting was unanimous in the opinion, that it is impossible for elementary schools to be maintained efficiently unless teachers have the power to inflict judicious corporal chastisement for certain offences, and to such culprits as are amenable to no other kind of punishment within their powers to administer. It was determined, in order to elicit, if possible, the opinion of the Education Department, and so far settle this question, that the chairman should sign the following resolution on behalf of the meeting, and forward a copy of it to the Council Office:—"That difficulties having arisen in this and other parts of the kingdom in the matter of corporal punishment in elementary schools, through convictions having been obtained before magistrates against teachers for administering the same, we think that the time has arrived when the Education Department should make its opinion on the subject known to managers, teachers, and the general public (1) as to the necessity of corporal punishment, (2) its mode of infliction, and (3) the punishing powers generally of the teachers and managers of our elementary schools." It may be too much to hope

that the Department will respond to the invitation to favour the managers and teachers with an opinion respecting corporal punishment, but the ventilation of the subject must do good. We are pleased to find that managers are so ready to use their influence to obtain for teachers fair play in the matter. Reason and justice demand that if teachers are to be held responsible for the maintenance of good discipline, they ought to be supplied with the necessary means. Teachers are nearly unanimous in the assertion that in certain cases discipline cannot be properly maintained without the infliction of corporal punishment. In this view school managers and school inspectors, as a rule, concur. The objectors are chiefly a few well-meaning enthusiasts, who have no experience of school work, and whose efforts in certain cases to abolish corporal punishment from schools have given rise in some cases to public scandals. Some punishment being absolutely required, and corporal punishment forbidden, recourse has been had to means calculated to injure children for life. Teachers have everything to gain from a full and free discussion of the question. Such discussion must lead to the conclusion that while all punishments should be avoided as long as possible, and severe punishments never inflicted in cases which can be met adequately by the adoption of milder means, yet there do occur cases with which the teacher is bound to deal which can be treated in no way so well calculated to benefit the child himself as by the judicious administration of corporal punishment.—*The Schoolmaster*, London.