

and if the parent be mistrustful of the teacher's ability in any line, he will be on the look out for flaws, and will possibly find some that may not exist.

Confidence once gained is not easily lost. Let the teacher gain the esteem and confidence of the parents, and he will find that there will be little inclination among outsiders to meddle with affairs of the school-room. Many teachers claim that they dare not meddle with the usual school routine, as they would create trouble for themselves. On this principle a little child of five or six years is kept sitting upright as a grenadier, on a seat not too comfortable, for five and a half hours per day. Summer and winter, pleasant days and dark days, are all one to this little unfortunate, who would gain physically and mentally, if allowed to play half the school hours with others of his own age, in some assigned place at which the teacher could occasionally glance as the work went on in doors.

On this same illustrious principle, an hour's recreation in the way of songs and recitations on Friday afternoon is not to be thought of. Somebody might object. On similar grounds the timid retiring scholar who occasionally and perhaps unintentionally commits a fault, must be punished equally with the vicious pupil who again and again, and "with malice aforethought" commits the same fault, lest the teacher should be accused of partiality. Now this is not as it should be. The teacher should be at liberty to use his judgment in such cases without a thought for outside opinion. Now I contend that if any teacher with ordinary tact, with ordinary honesty of purpose, with ordinary capabilities, does not enjoy his liberty of judgment, it is in a measure his own fault.

Closely allied to tact is the use of the rod of correction; indeed, by some teachers, the latter is made to supply the place of the former. I am happy to know the number of such is few, in these closing days of the nineteenth century. Let me not give the impression that I disapprove of corporal punishment, on the contrary I have the greatest possible veneration for that time-honored institution if discreetly used—but therein lies the point.

There exists a very nice distinction between the use and the abuse of that official instrument, the rod. I believe, indeed I know there are pupils, whose feelings can only be reached through the finger tips; but I am happy to believe that such are the exception. When compelled (I use the word significantly) to chastise a pupil, let the teacher be sure to do it, but let him be very sure not to overdo it. To give two blows when one would suffice, is simply barbarous. I have known teachers punish one pupil severely for a slight offense, that he might serve as an example to the rest. What a bright and shining example of brutality such a teacher is! For a teacher in the prime of manhood or womanhood to beat a little child, no matter how vicious, as a jockey would beat his horse, is monstrous. That such things have occurred we all know, that they do occasionally still occur, we also know. I tremble with indignation to remember that I once knew a teacher, who beat a half-witted boy, day after day, week after week, for not knowing his spelling lesson in the Part Second Book. I am satisfied that the teachers of to-day, as a class, are an improvement in this respect on those of fifty years ago, and I am equally satisfied that there is still room for improvement. Young teachers are sometimes misled in the matter of punishing from the fact that they follow the example of their own early instructors, and mete out the evil to others as it was measured to themselves. Some again adopt corporal punishment as the surest and speediest method of quelling disturbance, without a thought as to whether it is the wisest course to pursue or not; while others, influenced by the atmosphere or other causes, punish as the feelings dictate. This is my eighth year of teaching, and with the experience I now have, if I could begin anew, I would adopt this as a principle, "To inflict no corporal

punishment on a pupil until I had tried every other remedy." There are of course special faults, such as impertinence of address, that are demoralizing to the other scholars, that must be dealt with promptly, and crushed out of existence at the very first appearance, but I am referring more particularly to occurrences common to every school. I will briefly state some of its evil effects according to my experience. Firstly, it is the surest way of obtaining the ill will of the parents. It is human nature the world over that few parents can contemplate kindly the punishment of their child by a strange hand, no matter how unamiable the child may be. You who are parents, you who have young brothers and sisters, can understand this feeling. Secondly, in many children it raises a spirit of defiance not easily held in check. Thirdly, punishment often resorted to, soon comes to be looked on as one of the necessary evils of the school-room, and is endured by the reckless and shirked by the weak as being merely a part of the daily programme. As continual dropping wears the stone, so does perpetual punishing weaken the impression it should have. Fourthly and lastly, it is degrading to the teacher and pupil.

These are only a few, a very few of its evil effects, but I must hasten on.

As teachers, we often fail in not being as considerate and sympathetic as we should be. Should it be considered a heinous offense for a boy or girl with a superabundance of animal spirits to give way occasionally to an outburst of mirth in the school-room during work hours? I cannot think so. I have too lively a remembrance of some of my own youthful shortcomings to cherish such a thought for a moment. Teachers should always bear in mind that children, as a general thing, are not maliciously noisy, but that they require constant employment, and if it be not furnished them, they will find it themselves. To sum up the whole matter, let the teacher while in the school-room be *firm, patient, sympathetic, cautious*. A few words on each of these.

*Firmness.*—Let the teacher make no promises that he cannot fulfil, no rules that he cannot enforce. Let him watch that his slightest command is obeyed at the time and in the manner he would wish. Let him allow no flagrant breach of discipline to pass by unnoted, and at all times let his words and actions be above reproach.

*Patience.*—Let him not expect the result of his labors to bud, blossom and bring forth fruit under his eyes, but let him improve the minutes and hours and trust to the years for a result.

Is the road very dreary?

Patience yet;

The clouds have silver lining.

Dinna forget,

An over anxious brooding

Doth beget

A host of fears and fantasies deluding;

Then, brother, lest these torments do intruding,

Just bide a wee and dinna fret.

*Sympathy.*—Let him not forget the days when he too was young, the days when he too had that same wild desire to laugh at the wrong time, the days when he cut the buttons from the back of his teacher's coat, and a thousand other similar days, and let him ask himself if his boys of to-day are any worse than he himself was, and more than this, let him not be too severe on his pupils for every bit of thoughtless fun in which they may indulge.

*Caution.*—The teacher who goes into his school-room in the morning with this thought, and keeps it there until he leaves at night, rarely gets into trouble with parents or pupils. Why? He seldom or never punishes a pupil hastily or in the wrong. He does not often overpunish, he makes no rash speeches that may be commented on unfavorably at home; in short, he avoids many stumbling blocks. But I hear one exclaim, "Oh, I like people to be natural,