

that, on the whole, corporal punishment, as a means of school discipline, is rather discountenanced than encouraged in Ontario. The limits of this paper will not admit of a discussion on the cane, the taws, and the birch, as apt instruments for the correction of juvenile offences, and even, as they have been used, for the promotion of juvenile learning. The practice of the grave and learned George Buchanan on the person of James the 6th of Scotland and 1st of England; the well-known method of the famous Dr. Busby for stimulating in his Westminster scholars the acquisition, if not the love, of knowledge; the dictum of Dr. Samuel Johnson concerning the boy who, neglecting his task to-day is therefore flogged, and will, perform the task to-morrow; the admirable chapter of the book about Dominies already referred to, in which Mr. Hope expresses his suspicion that the boasted relinquishment of corporal punishment sometimes means the adoption of other pains and penalties more cruel and humiliating; with many other such facts and considerations, at once occur as suggestive of the wisdom of thinking twice before we speak once in utter condemnation of corporal punishment judiciously administered.

We may well surrender to the contempt and detestation of mankind, and of woman-kind too, much of what was written a few years ago in successive numbers of the "Englishwoman's Magazine" in favour of the "Birch in the Boudoir," so ably and deservedly satirized in the "Saturday Review." But never let us succumb to the stupid doctrine of the sacredness of the person as applied to those who are still in the earlier stages of pupilage; lest we even seem to sanction such atrocious murders as have been committed on faithful teachers in the United States by their vindictive pupils or their pupils' relatives, not on account of alleged severity so much as because of the fact that personal chastisement had been administered. It is not always well to drag

into the arena of controversy the well-known language of the Bible, so often quoted on this subject; but it may not be inappropriate to refer to the instance in which the late Prince Consort taught not only by word of mouth, but also by wholesome pain and penalty, the heir of the crown of Great Britain, who when, placed in his childhood under tutors and governors, defied his teacher and was whipped as he deserved to be, by his "truly kind and judicious parent."

Perhaps temporary suspension from school privileges, in cases of marked and repeated insubordination, is among the best means of punishment resorted to in the Public Schools of Ontario, as it is especially adapted to call the attention of parents to the misconduct of their children, and to induce them to co-operate with teachers in reducing them to order and obedience.

In closing this paper, while not forgetting that comparisons are sometimes invidious, it may not be amiss to remark that if any comparison of the Public Schools of Ontario with any other similar system of schools can be considered proper, it will be as between our schools and the Common Schools of the United States. On this subject Dr. Fraser (Bishop of Manchester), who was in 1865 one of the Assistant Commissioners appointed by the Queen to enquire into the Schools of England, Scotland, the United States and Canada, reported as follows:

"The Schools that I saw at work were the City Schools of Toronto, those of Ottawa, and one or two Village Schools. They were characterized by a remarkable similarity of system, and the differences observable between them were differences of degree rather than of kind; and as I had abundant opportunities of ascertaining the opinions of persons thoroughly conversant with the system, both theoretically and practically, and have besides carefully read the extracts from the reports of Local Superintendents, published in the report of the Chief Superintendent, I doubt whether a larger induction