

concurrence, is yet, in my humble judgment, second only to it in importance in school discipline—I mean

III. *Sympathy.* This, in my opinion, is an important means of discipline, for as the child sees that the teacher does or does not, sympathise with him in his griefs and joys, so that child will either love and respect the teacher as a friend, or will look upon him merely as a master.

In this respect, I mean the exercise of sympathy, I feel inclined to consider that the female teachers have rather more power than the masters. It cannot be questioned, that, in our own childhood, the one who was most readily chosen our confidante, to whom we most readily confided our griefs and trials, was our mother, or in some cases an elder sister. And is it not so with children in school? Kind and gentle as the master may be, yet I think children will be less free to tell their mind and thoughts to him, than to the mistress. If this be so, then we must feel that it is doubly binding upon us, the female teachers, to be the unobserved observers of the cloud or shadow which may show itself upon the countenances of our children. The griefs of children are real and intense. Happily, they are not lasting; and a gentle word or a kind act, will frequently prove sufficient to turn the current of their thoughts, and thus make them forget their griefs. Should this plan fail, then it would seem well to take the child aside, and say you had noticed there was something wrong; and by encouraging words and manner, lead it to tell the facts. If the case can be met by soothing or encouraging words, you will soon see the face brighten and the shadow pass away. If advice were needed, you could give it, and perhaps, in after years the child would remember how you had comforted him by kindness, how you had advised him for his good, and he would bless you for so doing. I cannot but think that we should sometime get on better if we encouraged the children to think of us more as friends to whom they might confide their trials, griefs and thoughts. This would not only lead to the good which I have mentioned, but by giving us a deeper insight into the hearts and characters of children, it would help us very much in the management of them, and thus prove an important feature of discipline.

IV. *Rewards and Punishments.* I am almost afraid to say anything on a subject about which opinions so widely differ. Yet, in reference to rewards, I must venture to say that those who would withhold all reward from children, seem to forget how much they themselves are influenced by the hope of reward. Could or would men and women go on toiling, struggling, and fighting with the evil within and without, if they were not stimulated and supported by the promised reward to those who "endure to the end"? Is it not, then, too much to expect that children should persevere in good without reward as a stimulant to exertion? As to punishments, I know by experience, that some children can be best managed by words, and by gentleness; but I am compelled to say that I consider those children rather the exception than the rule. I have tried the plan in several cases, and occasionally with some success. In other cases talking and gentleness have seemed, for a while, to produce the desired effect. The child has appeared convinced of its fault; and has manifested signs of shame and sorrow, but the effect has worn away, and the offence has been repeated. In those cases I have found that corporal punishment has done more lasting good than all my talking and reasoning. Indeed I feel convinced that a child will hold a teacher in contempt whose only discipline is talking, and, on the other hand will feel respect for the teacher who, when need arises, will not hesitate to substitute corporal punishment. I need not, I am sure, suggest that such punishment, to be really beneficial to the character of the child, must be administered without any appearance of anger or passion. Children are greatly inclined to misconstrue the teacher's motive in punishing them. If they are permitted to regard the punishment as a vent to the teacher's temper, they will look upon it as a mere act of tyranny. But if they have reason to believe that the infliction of punishment on them causes pain and sorrow to the teacher, that it is administered as an act of necessity and duty, they will of themselves arrive at the conclusion that the punishment must have been merited, and will learn to respect the hand which dealt it.

V. *Silence.* I regard this as a very important item of discipline. In visiting schools one's ear is sometimes offended by constant talking, both by teachers and children, and by ceaseless efforts in the former to check it in the latter. This is quite inconsistent with efficient management. It seems to me that the only way by which we can obtain silence in the scholars, is by maintaining silence ourselves. If the teacher is loud and constantly talking, the effect is to encourage loud and constant talking in the children. On the contrary, if the teacher himself would maintain silence, giving both lessons and orders in a quiet, subdued tone, the children would necessarily be quiet, in order to hear what the teacher said. In proportion as he elevates his voice, they will take license to elevate theirs; because in the din they will hope to escape detection; and, for converse reasons, in proportion as he subdues his voice they must

and will subdue theirs. I feel persuaded that, in time, a quiet teacher will make a quiet school.

VI. *Punctual attendance,* by which I mean attendance at the hour prescribed. On this point I have little information to offer—rather do I seek assistance from the more experienced teachers present.

It is certain that, without punctuality, nothing goes right; and if we would establish good discipline, we must enforce punctuality. How this is to be effected, I have, as yet failed to discover. I have tried kind words, suspension, gentle punishments, and even severe punishments, without success. The punishment I find most effectual is making the late comer stand idle with his arms folded for a certain time, varying according to the case. Children will be doing something—work, play, or mischief, and I have found that the above plan acts as a more severe punishment than I had anticipated. The child is not only quite idle but quite still and motionless; and he has the opportunity of seeing others at work and happy and of contrasting his own idle and unhappy condition with theirs. This discipline also operates incidentally upon the parents. They do not like their children to come to school for nothing. When I first employed this punishment the parents were full of complaints, thinking their children harshly and unjustly dealt with. Their complaints were met and removed by a clear explanation of the principle on which that system of punishment was based.

My hopes were raised when I found the parents coming to me with an interest in their children's doings at school. It gave me the opportunity also of inviting their co-operation in carrying out this principle: and I have found that they have been thereby aroused to a more vigilant watchfulness in sending their children off in good time, and in seeing that they do not linger by the way.

Much more might be said upon this very important subject of school discipline, but I have purposely confined myself to the few points which have occurred to my mind as the most important. I am aware that the good to be obtained to-day will not come from my paper, but from the observations of others, to which it may give rise; and in submitting this paper to you, I beg for every indulgent allowance by our kind friends, the clergy, and by my respected fellow teachers.

April 4th, 1857.

A. S.

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EFFECTIVE PRIMARY INSTRUCTION.

BY THE REV. R. DAWES, M.A., DEAN OF HEREFORD.

The great question that every conscientious teacher must be constantly proposing to himself is, whether his teaching is really *effective*. Every earnest man sets before himself an *object*, and rests not satisfied until that object is attained. What is the object the christian teacher has in view in his wearisome daily toil? Is it to produce a few sharp boys who may shine at an examination? Is it even to make all his boys clever and merely intelligent? No one engaged in the "delightful work, to teach the young idea how to shoot" can watch the bud-dings of intelligence, or see the full development of the blossom, and the ripened fruit, without being cheered in his work. But he cannot forget that his vocation is not to produce clever boys: but to send out into the world men, who shall be good citizens, and consistent christians; men who in their worldly calling shall be ornaments to society, and in the Church of Christ shall "adorn the doctrine of God our Saviour."

It behoves us to look well to it, that the kind of teaching we are giving in our schools will effect these ends. Every day spent by a child in school should be a day of preparation for future life: we should look not so much at the amount of instruction conveyed, or the quantity of knowledge imparted to a child during the time he is at school, as at the question whether he is acquiring such a taste for knowledge as will make him thirst for more, and lead him to desire to carry on his education in after life.

This seems to be the idea which Dean Dawes has had in his mind while writing on primary education. He discusses the various means employed for carrying on the education of our scholars after their days in the elementary school are over, and among these mentions "night schools, reading-rooms, and libraries and all such institutions and associations of institutions as may be most likely to afford the means of education to those whose schooling has been neglected:" but remarks that, "the efficient primary school is the foundation on which we must rest."

Our author has attained so great a reputation as one of the foremost of our educationists, that we need not say that his remarks in this, as in all his works, are judicious and most valuable. We have to deal here with that part of his work which treats of *primary* instruction. One important matter he insists on, is the thorough teaching of whatever is introduced into our school routine. No greater evil, we are convinced, exists in our schools than the constant attempt made, es-