

women, who are to be their competitors in the learned professions, and in various departments of business, and

what is still more important, who are to be, in the broadest and fullest sense, the "educators of the race?"

## CORPORAL PUNISHMENT.

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ENTER a protest against the exercise of corporal punishment in the school, (1) because it fails in its objects, and (2) because it degrades the teacher.

The end of all punishment is the happiness of the pupil and the well-being of society. The intellectual improvement of the pupil renders punishment necessary only when his will conflicts with that improvement. But the want of education in after life is visited by other penalties, none of them taking the form of corporal punishment; and the more the school-punishments for neglected studies can be made to assimilate with the penalties of ignorance which inevitably follow in after life, the more shall we make the offenders appreciate the necessity for education. Now there is no relation between the infliction of bodily pain and the consequences, social and personal, that fall upon ignorance. A severe whipping may make a pupil study a lesson better for a time, but it does not make that pupil any more a lover of study. Possibly the dislike is strengthened because he looks upon the study and not his own indolence as the cause of the penalty; and so long as the teacher inflicts torture, the study and the teacher come to be regarded as the enemies of his peace. It is not my purpose at present to indicate better methods as substitutes for this, too often the most favoured, because the easiest, kind of

punishment. It no doubt does secure a temporary reform. But the effect of all the finer influences which higher minds do exercise over their pupils, the cultivation of the love of study both for the social advantages and the personal delights of a cultivated mind which it brings, is lost. The result of such enforced studies is seen in the fact that, outside of a profession, few who have had the best advantages of a public or high school education continue to be students after they begin the work of life—the sustenance of the body and the acquisition of wealth.

But it is in the moral consequences that the corporal punishment fails the most and produces the worst results. The infliction of such punishment is most common where order is violated, and when any moral law has been transgressed. Most parents and many teachers generally regard "a good whipping" as the best cure for a bad disease. It has even been urged that whipping is justifiable in the school because it has been found to have the best effect upon criminals in jails. Of course such advocates for whipping forget that it is not criminals we have to deal with, but youth, with all its capacities for good which it is the high privilege of the teacher to strengthen and develop; and secondly, it is in all cases questionable if the whipping of young or old criminals does effect good. Whenever pain is arbitrarily inflicted by power, the