

lessens their respect both for it and their teacher, who cannot sit tamely by and tolerate the unseemly dissensions and discordant clamor that are carried on throughout the game. The points I have referred are, it may be considered only side issues; but they have strong bearing, if an indirect one, on the subject of my paper.

In closing I would say to teachers that in view of the dread responsibility which each assumes in the teaching and guidance of children for even six hours a day, it may be for years of life, in which each young soul bears away day by day some impress made by you, to be in turn transmitted to others; we cannot tell throughout how many ages, it becomes each one to approach his daily task with clean hands and pure heart so that in the great day of account, when his work is at an end, he may never have to reproach himself, or be reproached with having been a stumbling block in the way of the least of God's little ones.

### CAN WE AVOID CORPORAL PUNISHMENT?

BY JOHN WALLIS.

RESPONSIBILITY for a pupil's behavior is three-fold: that of the pupil; that of the teacher; and that of the parent. All teachers recognize the first, many recognize the second, and some the third. But all must be taken into account if corporal punishment is to be avoided.

#### THE PUPIL'S RESPONSIBILITY.

Little need be said of this, beyond mentioning the fact that unskilful teachers almost always blame the pupils for much misconduct for which they themselves are personally, though indirectly to blame. Pupils must be led to realize that they are responsible for what they do whether others do well or not; and that misbehavior as soon as they are unwatched, is very dishonorable.

#### THE TEACHER'S RESPONSIBILITY.

It is possible to govern a school so well that, while maintaining excellent discipline, not only may corporal punishment be avoided, but for weeks at a time all punishment may be unnecessary; but this requires skill, and that particular kind of skill known as "tact." Errors on the teacher's part, as before stated, are often the indirect cause of disorder. Some of these errors may be mentioned:

(a) *Scolding*; scolding never does good and always does harm, and it easily becomes a habit. There is special danger of scolding when lessons are not well learned; when an overt act of mischief is committed; when pupils are tardy; when pupils are careless, untidy or noisy.

(b) *Partiality*; pupils and parents very quickly resent this. A pupil often excuses himself for doing wrong on the ground that the teacher has a grudge against him, and "it does not matter even if he does do right, the teacher will find fault." Such pupils will not behave well until they think they are treated as well as the others.

(c) *Sarcasm and ridicule used as weapons*. This error of the teacher is an excessively mean one, and its natural, immediate consequence is an angry and uncivil retort by the pupil.

(d) *Talking to pupils about their faults before other pupils*. Would the teacher like such treatment before companions? The Golden Rule applies in such cases.

(e) *Becoming angry*. An exhibition of temper is always immediately followed by a loss of power to control, in proportion to the intensity of the anger.

(f) *A stern or harsh manner of speaking*. The tone may be firm and yet kind. Never parade the fact that "I am Master of this School!"

#### THE PARENTS' RESPONSIBILITY.

Every parent has a right to expect that his or her children shall be treated with strict fairness, constant kindness and courtesy by the teacher. When a pupil, having been so treated, either will not promise to behave, or has broken such a promise, in almost every case the home training was bad, and the parents should assume their share of responsibility for the conduct of their child. In other words, the pupil should be suspended until the parents promise to become responsible for the child's good behavior. I have known one case in which, in spite of home-training of a high order, an appeal to the parents was necessary; but in every such case the parents will quickly co-operate with the teacher.

It is sometimes said that suspension does not punish the child. Sometimes this is true; but one of the best effects of suspension is to arouse the parents to a sense of their duty to their child, and they very often stir up the child. Sometimes they try to stir up the teacher; and I have known them to threaten to stir up the Board. A father once called to ask why I did not whip his sons instead of reporting them for misconduct at home, and said, among several other things, that he would "see the Board about it." I told him that I had informed him fully regarding his sons' misbehavior, and if he thought they required whipping to make them behave, he should whip them himself; but if they did not, I had no reason for whipping them. One of my assistants received a note one day, saying, "If you do not whip Eddie for playing hookey, I'll know why." With the consent of my assistant I replied to the note, saying that it was not the fault of the teacher that Eddie played truant; that, as he already disliked school, it would not lessen that dislike to whip him when he came, and that the teacher was not employed to whip truancy out of children whose parents could not keep them at school.

One thing more. If pupils have any complaint to make about you, have them make it to your face; do not let them carry it beyond the walls of the school. When you criticise your pupils' conduct, give them an opportunity of telling you freely of any fault they have to find with you. If you talk privately with a pupil about his misconduct, allow him to tell you whether he thinks you treat him fairly. Fair play begets fair play. It often does us good "To see ourselves as others see us." Treat pupils with constant fairness, kindness and politeness; that is their right. But it is not right that teachers should be required by parents to control their children when they cannot control them themselves. A skilful teacher will always do more with ill-trained

pupils than their parents can without punishment; but Public Schools are not Reformatories.

## Educational Thought.

THE kingdom of God does not consist in a scrupulous observance or trifling formalities; it is in each individual the performance of the duties that belong to his condition.—*Fenelon*.

TO be forever seeing when your boy yields to a temptation, and never discovering when he resists one, is the surest way to promote the faults and discourage the virtues.—*Lyman Abbott*.

HE who has learned what beauty is, if he be of a virtuous character, will desire to realize it in his own life—will keep before himself a type of perfect beauty, in human character, to light his attempts at self-culture.—*John Stuart*.

INTEREST has to be roused. The Teacher having first made his class alive to the world-wide sweep of language; and how words, and painting, and sculpture, and all shapes seen by mortal eye in different ways by which thought struggles to make itself felt; and having made clear the wonderful mystery of the commonest talk, and thus opened the mind to unexpected discoveries in common things, will proceed to enlarge the scope of this magic familiarity, and unfamiliar magic. He will take common things, and give them a tongue, or rather will force his hearers to do so. The ink-tands which hold their ink, the chairs they sit on, the paper on which they write, the room they are in, the games they play, anything and everything, the commoner the better, can be pressed into service, and by dexterous questioning and cross-questioning be made first of all to give out all the very complex thoughts which they embody by their shape, their material, their history, their making, their present condition, what they have done, have seen, have helped, etc., and secondly, whilst full of exciting novelty, can force with skilful treatment the answerer to overhaul his whole mental stock, disentangle all the confused ideas, sort, separate, arrange, put in order the facts he knows indeed, but has never before known that he knew them, or cast a thought about their having right places, every one of them, and not being a mere loose jumble like potatoes in a sack. In this way the Teacher creates a new world, new in its facts, new in its suggestive power, new in the faculty of order and composition.—*Thring*.

THERE are those who allow the pupils to think that submission is a compliment to a teacher. Order is not maintained for the teacher's benefit, yet thousands of teachers speak and act as though they kept order for their own advantage. Their piteous pleas for order, "I cannot stand your noise," "I must have order," "Stop talking, or you will drive me distracted," "You cannot think much of your teacher, or you would not behave so," etc., etc. Order should not, cannot, be made to rest on such a basis. Order should be maintained that pupils may learn better, and that their characters may be developed in the surest possible way, by acting the right. Teachers should never fail to make this clear to their pupils.—*Hughes*.