

THE
JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

TO TRUSTEES.—In Trustees' Yearly Return B, question 13, for "What is the height of the Room?" read "What is the length of the Room?" The misprint was not discovered before the Returns were sent out.

BUSINESS OF TRUSTEES.

"A TRUSTEE" is informed that it is the duty of each Board of Trustees to collect promptly the amount voted by the school meeting. When the Trustees present their statement to the annual meeting, they should be able to give a definite account of the expenditure and liability of the section. It is clearly a neglect of duty for any Board of Trustees to allow uncollected rates to be carried over to another year. Such a mode of doing school business is anything but creditable to a Board of Trustees, and prevents the annual meeting from receiving that definite information to which it is surely entitled, under the provisions of the law. If any Board of Trustees have uncollected rates in charge, they should direct their secretary to collect them, and otherwise have their business in perfect order for presentation to the annual meeting in October next.

COPY-BOOKS.

WE have already stated that among the prizes offered at the Great Agricultural and Industrial Exhibition of the Province (which takes place early in October next,) are the following:

Best specimen of prescribed writing books (Staples) Nos. 8 and 9, executed by a pupil of the public schools. . . . \$20.00
Best specimen of prescribed writing books (Staples) Nos. 2 and 5, executed by a pupil of the public schools. . . . 20.00

Since these prizes were offered two copy-books have been inserted at the beginning of the Series, and bear the No. 1 and 2. The former Nos. were accordingly changed. The No. 2 above referred to has become 4; 5 has become 7; 8 has become 10; and 9 has become 11. The new numbers having already obtained an extensive circulation, teachers should be careful that the wrong books are not selected by competitors. Attention to the following will prevent mistake:—

Book No. 2 (new No., 4) consists of the 13 short letters, their analysis, synthesis, and simple combinations.

Book No. 5 (new No., 7) half-text. The first copy is, "*Augustine, Neiburg, Michigan,*" &c.

Book No. 8 (new No., 10) abbreviations and business forms. The first copy is, "*Amt., Bot., Cwt., Dr.,*" &c.

Book No. 9 (new No., 11) fine hand. The first copy is, "*Amusing, Nothing, Manning,*" &c.

THE TEACHER'S AUTHORITY.

THE following queries have been sent us, with a request that we would publish an answer to them in the *Journal of Education*:—

1. Has the teacher, while the child is under his care, full authority to enforce obedience?
2. Has the teacher any power to go outside of the school-room to retain a pupil who may endeavour to elude punishment by running out of the room?

In the first of these questions there are two things to be decided. In the first place, it is necessary to know whether the power of

the teacher is sufficient to require and enforce implicit obedience, and in the second place, whether the authority of the teacher entirely supersedes, for the time being, that of the parent. To these we return, unhesitatingly, an affirmative answer. The following extract, from an article published some time since in the *Journal*, states the matter in a clear and forcible manner:—

We say, then, that it is an error to suppose that parents have a right to interfere with school discipline. We make this assertion because the circumstances of the case necessitates it, and any other assumption must resolve itself into an absurdity. The act of placing a child at school is the delegation by the parent of his or her authority, an authority given to the parent by Nature and by the State. That authority is to govern. Government is the imposition of laws for the benefit of the community, of which the governed forms a part; and there cannot be a law without a sanction, or, in other words, without a means of enforcing it. If this position does not hold, then the authority of the parent is not delegated, and the responsibility of the master does not accrue. As a matter of fact, the law holds that it is delegated, and that the master is only responsible to the State, whence the parent derives his authority, if in its exercise he violates the law of the land.

It is evident that the object of school training cannot be attained unless the necessary laws are strictly and impartially administered. But how can this be done if the teacher is constantly in danger of parental interference prompted by mistaken fondness? If the parent considers the teacher incapable of discharging the duties he has undertaken, he can appeal to the Trustees by whom the teacher is employed, and to whom he is answerable in his professional capacity; or, in case of flagrant injustice, to the civil power.

In reply to the second query we would ask, "Would such action be worthy of the dignity of a teacher, or would it in any way aid in attaining the object of discipline? Punishment is a means to a much higher end than the infliction of pain, its aim is to reclaim the erring, and restrain the rebellious. Now, in such a case as that which our correspondent supposes, there is certainly a better course to be followed than the pursuit of a refractory pupil. If there is that understanding between parent and teacher which there should be, the difficulty is capable of an easy solution; if there is no such understanding the teacher is neglecting a means by which the efficiency of his discipline and his success in teaching may be almost indefinitely increased. If an appeal to the parents is impossible, or useless, it would be more fitting to await the return of the child to school, when the folly of his course could be pointed out to him and the proper punishment inflicted. If it is supposed that the child will not return, then punishment in such a case would be little more than wreaking vengeance on a culprit for the transgression of a law which the teacher will hereafter have no power of enforcing. It will be readily admitted that no punishment at all would be preferable to this. The teacher should not forget that under the present school arrangements he has the whole power of his Trustees to aid him.

But while the teacher has authority in his school, and is at liberty to use the best possible means to secure obedience, a judicious teacher will be careful not to press matters to an extreme. Education requires the cheerful co-operation of parent, teacher, and pupil, and the teacher should strive to secure a willing, not a forced obedience. Nothing will more readily destroy a parent's influence than a needless display of parental authority, and the same is true of the teacher. He who governs by an absolute will may indeed secure good order, but he will lose what is infinitely more valuable, the pleasure of knowing that he has taught those under his care to pursue that which is good and right for its own sake, and not through fear of punishment. Firmness is not the only quality necessary to the teacher, gentleness, patience—the charity that suffereth long and is kind, will subdue and mould many a stubborn will that yields but slowly to the rule of force.