

all other means have been tried and failed," writes Elizabeth Robinson Scovil in a thoughtful article on "The punishment of children" in the September *Ladies' Home Journal*. "To whip a child for every trivial offence renders him callous and blunts his sense of right and wrong. If he wantonly inflicts pain on others he must be made to feel pain himself. It is the stern law of retribution whose working he cannot escape in after-life. Wilful cruelty, persistent disobedience may be punished thus, but it is a serious matter to run the risk of arousing the passions rather than of convincing the reason."

—The prominent monthly magazines are interesting themselves in the problem of education, and in a late issue of the *Forum* Professor I. H. Hislop is allowed to say that a moral re-organization of education is needed. "It may as well be said once for all," says that gentleman, "that the teaching of religion or ethics, both in the public schools and the colleges, has no tendency whatever to improve the morality of any one. This may seem to be paradoxical, but it can be demonstrated. Moral education is not accomplished by any form of doctrinal teaching. The memory and reasoning powers may be thus developed, but the conscience never. Moral education can be effected only in three ways, which I may briefly express in three terms: example, humanity, and discipline. More fully expressed, these forces are the personal character and habits of the teacher, personal affection for students, and the disciplinary influences of life, organized on a rational basis. If we are to have an educational system which shall boast of its moral character and influence, it must be organized on a basis qualified to produce that result. Men must be employed who, like Dr. Thomas Arnold of Rugby, can give themselves up to moulding the character of students, and not to mere personal aggrandizement in science, literature, art and philosophy. But not even in our religious institutions is such a policy thought of, much less in the public schools. They are all organized on a mercantile and economic basis. Appointments, promotions and salaries are all regulated by a policy that confers premiums upon either purely intellectual capacities or upon all those questionable resources of power and influence which a tender conscience despises. No attempt is made to discover his devotion to the development of men, and then to place him where he need have no concern regarding his position and responsibilities. The moralization of the student must begin by the moralization of the system of instruction, and this can be accomplished only by abandoning the mercantile and economic