



# JOURNAL OF EDUCATION.

Volume II.

Montreal, (Lower-Canada) November, 1858.

No. 11.

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## EDUCATION.

### PEDAGOGY.

#### ON THE TRUE FOUNDATION OF SCHOOL DISCIPLINE.

(Translated from the French of J. J. Rapet, by Mrs. Languedoc.)

(Continued from our October issue.)

V

#### THE LOVE OF CHILDREN CONSIDERED AS THE TRUE FOUNDATION OF DISCIPLINE.

In the holding up the love of the children as an indispensable condition to the foundation of discipline, we made sure from the first of drawing along with us the assent of every man of experience, of all those who have made the training and education of the young their subject of heartfelt study. But we must also say that we no wise deceived ourselves upon the possibility that we would, on the other hand, probably shock the feelings of those individuals who cherish stable opinions respecting the ingratitude of children and the impossibility there is of awakening their love and regard.

Indeed there was not much time allowed us for mere conjecture. Never throughout the whole of our experience were we so beset with letters as we have been since the beginning of these articles upon discipline. Some were written to us containing thanks, others came to combat our opinions or to offer objections.

To those persons who, viewing the question in the same point of view as ourselves, and who interrupted their usual avocations to give us their concurrence, we have to return cordial thanks. To those also who were not be-

hind hand in exposing to us their objections, we do the same, for it is by such means that men of sincerity elicit the truth, and mutually reflect light upon a subject. We will endeavor to prove to both parties the gratitude that we really feel by returning here to a question that we fear, we did not upon its first mention treat at sufficient length for all. The opportunity will also serve to unfold such further explanations as these come before, as will probably dissipate the smallest remaining doubts, should any still exist.

Among those who with ourselves believe, that the best source to the government of children resides in the loving and bestowing upon them unmistakable evidences of that love, are several who have always held that opinion and have exercised it since first they practised teaching, and in their satisfaction at the results obtained, declare it as the only truthful one. Some of them go the length of saying that they cannot possibly understand how any person who has had any experience in education can believe otherwise.

Others, after a vain exercise of fear as a foundation to discipline in their schools, found it expedient, of their own accord, to renounce the system after a certain experience of its effects. They mention their recourse to it, and how they found it attended by constant resistance and disappointment, and how they have found reason only to glory in their success ever since they banished chastisement from the order of the school. These men in turn, confident in their experience of both systems, gladly coincide in approving of the latter, and of the agreeable change it affords to the teacher. That which before, was a dull labor and a torment, because but a task, not the easiest one it is true, for instruction can never be an easy task, becomes one attended both by pleasure and grateful satisfaction.

There are some who confess that we have opened their eyes and they express their gratitude in a most feeling manner. Many again, since the beginning of these articles, upon the inefficiency of fear and the influence of love, have adopted our suggestions, and have, with joy, communicated their satisfaction to us. Their eagerness to make us acquainted with the glad news was in itself a sufficient reward for the service that was intended for them by our advice. Several, exhausted with the ineffectual practise of reprimand and punishment, discouraged by the necessity of constantly wearing an expression of displeasure and severity, and, finally disgusted, from continuing in a career distinguished by nothing pleasing or any wise compensatory, were