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ARNOLD OF RUGBY.

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It will be interesting to consider the kind of assistant Arnold desired to associate with him. In writing a letter of enquiry for a master, he says "what I want is a man who is a Christian a gentleman, an active man and one who has common sense, and understands boys. I prefer activity of mind and interest in his work to high scholarship: for the one may be acquired far more easily than the other." To one of his masters upon his appointment he wrote. "The qualifications which I deem essential to the due performance of a master's duties here may in brief be expressed as the spirit of a Christian and a gentleman,—that a man should enter upon his business not as a side issue, but as a substantive and most important duty—that he should be public spirited, liberal and entering heartily into the interest, honour and respectability and distinction of the society which he has joined; and that he should have sufficient vigour of mind and thirst for knowledge, to persist in adding to his own stores without neglecting the full improvement of those whom he is teaching. I think our masterships here offer a wide field of duty, and I would not

bestow them on any one whom I thought would undertake them without entering into the spirit of our system heart and hand." In his dealings with his masters he always sought to increase in all possible ways their importance and their interest in the place. "In matters of school discipline he seldom or never acted without consulting them. Every three weeks a council was held, in which all school matters were discussed, and in which every one was free to express his opinion or propose any measure not in contradiction to any fundamental principle of school administration," and in which it even happened not infrequently that he was outvoted.

In all schools the question of discipline is at once one of the utmost importance and difficulty. To be just, kind, and firm, to estimate fairly the degrees of worry in school escapades, is a task of the most arduous difficulty. There are certain main positions taken by schoolmasters in regard to discipline. There are those who do and those who do not believe in corporal punishment. There are those who think that the discipline of a