

pupils; but a perfectly just teacher, even though he may give no moral lessons, is a great indirect teacher of morality.

Discrimination between offences, and adaptation of punishments to faults, are excellent "moral exercises," and it is needless to dwell on the mischief that would arise if no more severe punishment could be inflicted on dishonesty and indecency than on inattention, carelessness, or unpunctuality. For this reason, if for no other, I am disposed to think that corporal punishment should be regularly used, to draw a line, intelligible to the whole school, between the graver and the lighter faults. I have grown to dislike inflicting corporal punishment more and more; yet, if I were to begin a schoolmaster's life over again, I would do one of two things, I would either cane more often than I did, or else I would introduce a substitute of the following kind: I would try the experiment of a *concordat*, a compact with my pupils after this fashion: "So-and-so has lowered the character of the school by committing such-and-such an offence, and deserves to be caned; but I should much prefer not to cane him if the boys will punish him themselves by not speaking to him for a week. If the boys do this, I shall not punish him myself in any way. So many as promise this, hold up their hands." Great care would be needed at first to ensure that the boys kept their promise, but if they did, and if it became a school tradition, I think it would be an excellent tradition. The experiment has perhaps been tried by many here present; if not, it seems worth trying.

Meantime, greatly though we may dislike inflicting corporal punishment, it is our duty to inflict it, if it is for the good of the school as a whole. From an interesting report of Mr. Fitch on American Schools, published last year, I learn that "in most of

the state and city regulations teachers are absolutely forbidden to inflict it"; and that is a point well worth considering. One would like to know what punishments are reserved for graver offences; whether the teachers themselves acquiesce in this restriction: whether they are satisfied with the tone and morality of their pupils, as well as with the outward order and discipline which favourably impressed Mr. Fitch; and whether there is, owing to national character and circumstances, an earlier seriousness and sense of responsibility among boys at school and young men at the universities in the United States. It may be we can learn something from a fuller knowledge of what is done elsewhere. But meantime, I hope none of my fellow-teachers will be deterred from their duty by mere abstract arguments apart from facts. "Caning brutalises a boy," people say. I do not believe it does, unless a brute holds the cane. But, if it did, bullying, falsehood, dishonesty and indecency do worse than brutalise him; and not only him, but also the innocent companions among whom he is spreading the infection of his evil habits. Under proper regulations, and in the hands of experienced and responsible teachers, the cane seems to me an instrument for good in English schools as at present constituted; and if, as I believe, this is the general opinion not only of school teachers but also of school managers, it seems time that some pressure should be brought to bear upon those magistrates who set their faces against caning under any circumstances. The magistrate's son, if he went to a public school, would be freely birched in some schools or caned in others, and if the father dared to utter a word of remonstrance against an ordinary caning, he would be ridiculed by his old schoolfellows and friends, repudiated by his own son, and rebuffed in any