

ly. Now the question is, shall that powerful medicine be given at once or as "the last resort," after every mild remedy has failed? If the doctor resorts to herb drinks and tonics in the case supposed, he is a quack, and his patient will die while the tenderhearted simpleton is experimenting upon him. But the "*calomel*" is given and the patient recovers. So with punishment. It may be mild or severe; each kind is appropriate as a remedy for specific evils. But if the case is one that requires great severity, that kind of punishment must be inflicted promptly and faithfully. "Spare the rod and spoil the child," under such circumstances. Much has been said and written upon corporal punishment and moral suasion, but their appropriate use in school discipline is seldom understood, as it seems to me.

Moral suasion is not the remedy for bold and defiant violations of law, if we mean by that term the persuading of the culprit to return to obedience or the purchase of his allegiance by a promised reward. Rebellion should be met by stunning, crushing blows, such as will vindicate and reestablish authority and deter others from committing the same crime. Mildness is cruelty under such circumstances. All such cases demand instant and determined action. The time for conciliation is after the rebels are subjugated and the authority of the government is restored. But moral influence and kindness should attend every act of severity; never let the sun go down upon the wrath of a chastised pupil. See him alone, bring to bear upon him every moral power, treat him now with kindness and confidence, and thus restore him to duty and favour. Without the rod, moral suasion might have been powerless, or, if successful, what was gained by persuasion was lost to authority. It must never be doubtful that the master has supreme control over his little kingdom. If

his authority is trifled with it must be restored without delay, and any punishment is judicious that is necessary to this end. The system of government here recommended does not offer an angry word or blow for every offence, real or fancied. The best masters who have adopted it punish the least. And when severe punishment becomes necessary, the pupil is made to believe that a sense of duty, and not passion, nerves the arm to strike the blow. He is made to understand that it is the master's duty to command and the pupil's duty to obey. Practically, the system of government based upon authority has alone been successful; every system that has abandoned the right or lost the power to punish has proved a failure.

In punishing for falsehood, pilfering, profanity, and the like, it should be borne in mind that, while "the rod and reproof give wisdom," yet the moral treatment of such offences is *always* appropriate, either with or without severity, as the case may be. If the knowledge of an offence is confined to the offender and the teacher, it should be treated privately, for the good of the individual. But public crime must meet public punishment, that all similar cases may be reached and the school benefited. Let the folly, wickedness, and consequences of the crime be fully exposed and brought home to the conscience. And in the settlement of the question never fail to leave the way open for repentance and restitution. One example, to illustrate:

A gold dollar had disappeared from the teacher's table while she stepped to a neighbouring room. Two school girls, who were the only persons present, had disappeared. It was Saturday, and in the evening the young ladies were assembled in the public parlour for family worship. The principal, who was conducting the exercises, commenced describing the