

## A Case of Discipline

One afternoon two bright boys in my grade, D primary, did not come in from recess. Upon inquiry I learned that they had gone home. The next morning they came to school one with a note from his mother asking that he be excused for leaving school the day before, explaining that they went too far away from the building and could not get back in time, so they went directly home. The other boy had no excuse. I detained them at recess, and we had a talk as follows:

"Where did you go yesterday afternoon at recess?"

"To the common for a race."

"Did you hear the bell?"

"Yes, ma'am; but we could not get here in time, and did not want to be tardy."

"Where did you go then?"

"We went home."

"You know the rule about leaving the grounds, and that the school has laws which we all are bound to obey, just as we obey the laws of our country, do you not?"

"Yes, ma'am."

"What is done to those who break the laws of the country where they live?"

"They are put in jail."

"Have to go to prison, or be hung."

"Well, if you were a teacher, what should you do with boys who did what you have done?"

"Punish them."

"How would you punish so as to help them remember not to do wrong again? Think awhile and tell me."

After a few minutes of whispered consultation and redding of heads, two little hands were raised.

"What have you thought of for a punishment?"

"You might keep us in at recess for a week."

I accepted their decision and let them try it. They submitted manfully to the privation, kept at work with great diligence, not once making a move to go out with the rest, although it was fine spring weather and the days were beautiful.

The third afternoon I thought they were entitled to a reprieve, so I explained to them that law-breakers sometimes were pardoned if they behaved well and showed themselves inclined to do right in the future; that although they had done wrong and deserved to be punished, they went directly home and told the truth about it. I hoped they would not forget if I let them off with a shorter term than a week.

Happier, or more obedient boys than they were for the remainder of the year you would not wish for.

These boys were not quite seven years old.—*School Journal*.

## Male Teachers.

To many persons it will doubtless be a surprise to learn how few men are engaged in teaching the Public Schools of Philadelphia. The teachers now in the service number, all told, ninety-three men and two thousand five hundred and fourteen women. Of the men, thirty-five are engaged in the High School, the Manual Training School and the Normal School. Fourteen are Supervising Principals. This leaves but forty-four men as teachers for all schools other than those mentioned. In several school sections, there is not a man engaged in teaching in any of the schools. This state of affairs did not always exist here, and it is peculiar to this city. In my judgment, it should not continue longer than is absolutely unavoidable. Women will always largely preponderate in numbers in our teaching force, and rightly so. In the primary, and mainly in the secondary grade, as well as in grammar schools for girls, women's work is appropriate and indispensable. We cannot, however, close our eyes to the fact that the teaching force in our grammar schools for boys should be greatly strengthened, inasmuch as calls for better results are becoming urgent. The women themselves who teach in these schools complain that it is a more difficult and burdensome task to teach the larger boys than to teach girls of the same grade of attainment; and they urge that fact as a plea for increased pay for assistant teachers in boys' grammar schools. No single instances has yet come to my knowledge wherein a teacher in a girls' school of any grade has expressed a desire to be transferred to a boys' school of the same grade; but the contrary is of frequent occurrence. It is the character and work of the teacher that impart real power and value to any school; and I take the position that to deprive a girl of the benefit of such influences as are derived only from contact with a refined and cultivated woman during her school life, and to confide her education entirely to men would be to commit a serious blunder. In like manner, I hold that to deprive a boy during the educational period of the advantages which he would receive in the development of mind and character from daily association a sturdy, manly man, is no less a grave mistake. A boy who has received his later school training under a man will go forth, other things being equal, to the duties of citizenship more manly, and with a better equipment for his work in the world than one whose school training has been left entirely to women.—*Annual Report of Superintendent MacAlister for 1899*.

ONE of Dr. Arnold's pupils said: "To me his lectures were like the opening of the heavens. I felt that I had a soul. His noble views, unfolded in glorious sentences, elevated me into a higher world, they changed my whole nature."