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School Discipline.

(Continued from February Number).

What then are some of the disciplinary agencies to be recommended?

I do not propose here to lay down a series of fixed rules, by which all teachers must be governed in the management of their schools. No one is safe who attempts to treat every case by a specific rule. Yet, every act of discipline is subject to fixed principles, which underlie and regulate the circumstance attending it. The judicious teacher will adhere to the principle while he varies the means and appliances to suit the circumstance of the case.

First, a thorough organization and classification are necessary.

I have seen the school so perfectly systematized; all its arrangements so complete, and its departments so perfectly adjusted, that the working of its machinery not only produced no friction, but created order, interest and zeal, such as secured the desired object. I have seen these arrangements so perfect as not only to prevent general disorder, but to punish wrong, without the agency of the master.

On the other hand, I have often witnessed the utter failure of apparently competent teachers, for the want of system in the arrangements and classification of their school.

In the organization, regard must be had to seating the pupils. They should be so arranged in the school-room, that they will

present to the eye of a visitor, system and uniformity; should be so seated that they will not disturb each other, in the necessary movements of the day. The rogues, if possible, should be separated, and every temptation to idleness and mischief removed.

The teacher should provide for irregularities. They must occur in every school, and hence, should be reduced to system and made disciplinary.

Recesses should be at regular intervals, when one division of the school, male or female, may be excused for ten or fifteen minutes, to take the open air, and then, the other division in its turn. The time of recess in the school-room, may be spent by the teacher in attending to individual wants, and rendering individual assistance.

It is a suitable time also for the practice of school gymnastics, which will, ere long, be required in all our schools, both for recreation and development.

Again, there should be an occasional recess from study, in which for two or three minutes, the pupils may whisper and ask questions, or attend to any necessary irregularities not allowed in study hours.

With this indulgence, they will have less temptation and excuse for the violation of wholesome laws at other times, and will maintain good order and rigid discipline.

Every exercise and movement from the opening to the close of the school should be systematically arranged and definitely fixed.

In classification, great pains should be taken, to have as few classes as possible, and to have each pupil assigned to his appropriate sphere, where he will work easily and successfully with his time fully occupied.

The school when thoroughly organized and classified still needs vigilant care and constant attention, lest its machinery become disarranged and work mischief.

Order and regularity are thus secured, and the disciplinary influence, in this way brought to bear upon the school is every where felt and appreciated.

The second disciplinary agency which I will mention, is law.

“Order is Heaven’s first law,” and this order is the result of law. Indeed, law is the ruling agency, in the universe of God. It controls planets and sun and holds in subjection the very particles of which they are composed. Withdraw this controlling