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### School Discipline.

(Concluded)

I have spoken of *authority* and *persuasion* in school discipline, and have urged the necessity of maintaining authority.

I may now consider for a few moments the system of persuasion. Obedience is the object to be gained here also. But the teacher claims no right to *enforce* submission. He would induce the pupil by moral influence, or a promised reward, to yield his stubbornness and return to duty. If his moral power fails to accomplish the object, he resorts to sugar plums, money or some other indulgence, with the hope of *purchasing* his allegiance.

Now suppose he gains his object, who conquers? The master or his pupil? The pupil as we see, and he soon learns that disobedience and stubbornness are the best currency at his command. Now, the greater indulgence he seeks, the more stubbornness he manifests. Soon insubordination becomes a habit; the little rebel loses all respect for authority and grows up in utter disregard of every obligation and duty, and ere long defies the authority of the State, and of high Heaven. The principle

here adopted is wrong, and the legitimate consequences of this kind of discipline are fearful, as experience and observation too plainly show.

What but this lack of authority in the family has caused the frequent rebellions in the academies and colleges of New England, and what but this same spirit of insubordination, unchecked and unsubdued in early life, lately kindled the fires of civil war? This is a question of alarming import, and one which every parent and teacher in our land should answer.

But school law has its disciplinary influence and power while yet unbroken and when no penalties appear.

As gravitation which controls and directs planets and suns in their orbits, is as really demonstrated, while they move on in undisturbed harmony, in their assigned course, as it would be, if one of these planets which had left its beaten track, should be restored by the same law, to its accustomed sphere.

The very object of school law is to *prevent*, and not to *punish* evil. Indeed the necessity of punishment as often results from the absence of rigid authority, as from any other cause.

And the pupil must be subject to the laws of the school, at all times, and everywhere; in the school-room, by the way, and at their homes.

I assume it, as an axiom, that so far as the pupil's conduct can affect the interest of the school, he should be under the control of the master. The parent should cooperate with the teacher in enforcing schools laws, but if he fails to do this, the teacher must enforce them, by his own authority, whenever the good of the school requires it.

To make this sure, I have never *dismissed* my school, from the opening to the close of the term. I have excused them for recess, for a few moments, for an hour, for a day or two, as the case might be, but have not dismissed them.

And my right to exercise this authority has never been called in question.

Another disciplinary agency in school government, is *work*.

This applies both to master and scholars. Indolence in *him* begets idleness and recklessness in them. Life, energy and industry manifested by him, will at once be reproduced in them.

The *teacher* must work to fit himself for his calling, and to elevate his profession. He must work for his school, to interest