

the school room, exert a restraining influence and induce a sense of order in the childish mind by their harmony of form and colour.

Music and the various physical exercise drills are factors of real force in maintaining discipline. That "music hath charms to soothe," we all know, even if the savage has been entirely eliminated from our composition. Every one of us has been soothed, softened, and stimulated by music according as it was restful, solemn, or martial. Music is harmony of sound. It is bound therefore to have a tendency toward creating harmony in the human mind. To Plato and Aristotle, "Music was not only the gymnastic of the ear and voice, but of the spirit, and the foundation of the higher life. Its rhythm and harmony penetrated into the soul and worked powerfully upon it." "Music develops taste," says Plato, "rhythm and harmony find their way into the secret places of the soul, on which they mightily fasten, bearing grace in their movements, and making the soul graceful of him who is rightly educated or ungraceful if ill-educated."

Physical drills exemplify harmony of motion, and as certainly must have their effect in reducing the lawless to the lawful.

If the teacher is able and willing to diligently prepare his lessons so as to make them interesting, and thus compel attention, the question of discipline in most schools will solve itself. For this, as in all other departments of the teacher's work, a good knowledge of child nature is absolutely indispensable. In a great many cases the teacher himself is to be blamed for the inattention and listlessness of his pupils. It is the legitimate and inevitable outcome of lack of preparation. Few teachers, without study, are so brilliant as to make any subject interesting. What then shall we say of the teacher who goes to his work, morning after morning, without one minute spent in preparation. Such a teacher does not deserve to succeed. There is all the difference in the world between a poorly and a well taught lesson as well from the point of view of discipline as from that of instruction. A well prepared lesson is easier for the pupil to imbibe and the teacher to impart. Preparation aims at making the mental pabulum palatable, and thus lessening the resistance of the child and the necessity of punishment.

The end of discipline is harmony—harmony in the school-room and harmony in the three-fold nature of the pupil. And the most effective way in which discipline can work, is by rendering harmonious the pupil's mental and moral environment. The highest product of educational discipline is the man harmoniously developed in all his parts.

From harmony, from heavenly harmony
This universal frame began.

From harmony to harmony through all the compass of
the notes it ran,
The diapason closing full in man.

Can a teacher not naturally so become a good disciplinarian? Yes; in most cases, if he is willing to do hard work. He must begin with himself and strive to approach that harmony within himself which he wishes to make part of the character of his pupils. He must

become even tempered, self-controlled, firm, and sympathetic. Then, and only then, will his efforts in subjecting his pupils to discipline be successful; because then and only then, will such efforts be natural instead of artificial.

I hold it truth with him who sings
To one clear harp in divers tones,
That men may rise on stepping-stones
Of their dead selves to higher things.

For the REVIEW.]

My First Lessons in Natural History.

It was my good fortune, at a time when the three R's were almost the limit of instruction in our common schools, to be sent to a school, the master of which was an ardent lover of nature, and whose practice was to enliven the tedium of boarding-school existence, by setting apart a day occasionally for an outing on the hills, in the forest, or on the long sandy stretches of seashore; and there, while many of us, perhaps the greater number of the boys, disported ourselves at cricket or swimming, or in the pursuit of any pleasure that suited our fancy, some of us would gather around the master and learn of him the wonderful and beautiful things in nature, which were secrets only to those who did not care to read them. Under his loving tuition, the structure and habits of domestic animals, and of birds and insects, a sealed book then to most boys of our age, became quite familiar to us. The common rocks, such as the chalk and flint of which the hills in that part of England are built, became, under his hammer and lens and our growing fancy, but the lime and the sponge at the bottom of the sea, out of which they were formed ages and ages ago. We learned to distinguish the songs of the birds which filled the woods and fields with melody, and we learned that around the fairy-rings which here and there circled about the hillsides, no elfin footsteps ever trod; but that the rings resulted from a tendency on the part of certain fungi to grow and spread in a circular direction.

One field day, while we were engaged in the examination of some plants the master had encouraged us to find upon his description of them, one of the boys brought a cluster of primroses and another of cowslips, and a comparison of the two began immediately.

When we had expended all our little stock of botanical knowledge in the effort to account for the likenesses and differences which the two species present, the master came to our aid with the information that every plant has a tendency to vary, and every new character not produced by external agency tends to become hereditary. With respect to species, he told us that some botanists held that certain exigencies in the life and circumstances of plants have arisen to which the plant must either adapt itself or cease to exist; and that the various forms of adaptation thus brought about, have, in the course of many generations, greatly modified the original character of the plant; and that we had in the cowslip an example of this modification. The English cowslip which grows abundantly on hill-sides and banks of ditches in the British Islands, and is now extensively cultivated in our American gardens, differs