

subject is to be effectively taught. As all effective instruction in civil relations hangs on the history teaching, so all effective school instruction in economics hangs on other subjects, viz., history, the sense-realistic object lesson and geography.

If these are properly understood and adequately taught, they bring about gradually a knowledge of the whole foundation of economics. Production as determined by climatic conditions, industrial production, industrial interchange of products, the nature of commerce, labor, and the organization of labor have all been inevitably taught. What is still wanted, and this only in the secondary period of education, is a fuller explanation of the relation of tools and machinery to production, and to material civilization, and an explanation of capital in its relation to wages and industrial enterprises generally. An explanation of money may also be given. But beyond these things you cannot go without rousing public antagonism. It is not necessary to go further; you have given a solid foundation for future reading and for sound judgment on affairs.

The moral relations of economics—

the necessity of *honest* labor, of justice, integrity, truthfulness, and mutual confidence to the existence even for a single week of industrial relations—all arise in connection with historical study and fortify the moral instruction which it gives.

I would connect, as will be seen, the study both of civil relations and of economics with the history of the school. Geographical knowledge is also confirmed and extended in connection with the historical lessons, while the prose and poetical readings illustrative of history are component parts of the literary education. It has been often urged against educational reformers, and with some truth, that they desire to teach too much during the school period. But the moment we begin to get a glimpse of method and of the organization and inter-relation of studies, we see that much may be taught with ease and simplicity if only the teacher himself is properly equipped and understands the scope and purpose of his vocation. We may seem to demand much of the teacher; but not more than the future will demand of him, if he is to be educator as well as instructor.—*School Review*.

GOOD DISCIPLINE.

WE have recently been told that "the good disciplinarian is only too often a person without any sympathy with children." In this modern age we are told many things, some hard of belief, by the thousand and one educational prophets of our time. But in the matter of discipline there does indeed appear to be cherished a superstition which has already survived too long, and which needs to be rooted out. The superstition survives in the ideas which the young teachers bring to the class-room, and

in the phrase "thorough disciplinarian" so familiar in testimonials.

The first and foremost fact impressed upon the tiro is that he must at all costs keep order; and it is, of course, true that no work can be done without order. The boys themselves are quick to see this. The mischief lies in the false idea as to what order implies. An experienced teacher has been known to say to a young friend going into a class-room for the first time: "Never mind what you teach them; only keep them quiet and it