

question to solve, were it not involved with disturbing factors, some of which have been already mentioned, the effects of which can be only approximately estimated. Were there no such sources of disturbance, our atmosphere after a period of oscillations beyond this solid of equilibrium and back through it towards that of the sphere, through a gradually lessening range of oscillation, would eventually reach equilibrium with its present mean annual outline, except that the major axes would intersect the equator at an angle of 45° .

If I have accurately described the movements that do take place in our atmosphere when it is seeking equilibrium after either local or seasonal

disturbances, it should follow that there are certain portions of the earth's surface where this endeavour will be most seriously felt, namely, in that zone over which the maximum velocities are attained during restoration. It is not pretended that these velocities are in themselves sufficient to invariably produce violent atmospheric disturbances; but, it is held that in these localities, what might elsewhere be only disturbances of an ordinary nature, would in these situations, when acting in conjunction with local or seasonal disturbing forces, mark an area distinguished for the violence of its meteorological phenomena.

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DISCIPLINE IN THE HIGH SCHOOL.*

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GOOD discipline is universally deemed an indispensable condition of successful teaching. He who cannot govern his pupils, however learned he may be, and however amiable his disposition, works at a sad disadvantage; nor can such a teacher long sustain the burdens laid upon him by weakness of control. Indeed, to be a teacher in any proper sense implies being a ruler as well. The absence of good discipline is bad for the pupil. It renders the school a less efficient instrument in his intellectual advancement, for under suitable control both the amount learned and the ease of learning are perceptibly increased. Then, too, certain higher lessons of obedience, truthfulness, honesty and duty are seldom learned where government is loose and the individual will is law. There is abundant reason, therefore, why this topic should have a place in

educational discussions, that by interchange of opinion and experience we may clarify each other's thoughts and strengthen one another's hands.

The power of maintaining discipline, like other phases of the teacher's ability, is distributed very unequally among men and women. "There are some," says Mr. Fitch,† "who seem qualified and designed by nature to exercise ascendancy over others. They are born, like Hamlet's father, with

'An eye like Mars to threaten and command.'

or better still, they are naturally endowed with that sweet graciousness and attractiveness of manner which at once win confidence and predispose the hearers to listen and obey. Of such a teacher her pupil may often say, as Richard Steele once said in the finest compliment ever paid to a lady,

'To love her is a liberal education.'

* Read October 27, 1887, at the Rhode Island Institute of Instruction, Providence, R. I.

† Fitch's Lectures on Teaching.