

2. A standard for the size of towns (taking three units here: one of 50,000; one of 100,000; and one of half a million, for the purpose of comparing Manchester, Liverpool, etc., with London).

3. A standard of population to the square mile (taking West Australia on the one hand, with one-twentieth of a man to the square mile, and Belgium, on the other hand, with over 500 persons to the square mile).

4. A standard of altitude above the sea-level (with 1,000 feet above; 2,000 feet, and so on; and, also marked,

the pretty regular fall in the temperature of  $3^{\circ}$  for every thousand feet).

The facts and figures, by this method of research, become joints and crossings and paths in the associative process, and, being appropriated by the associating memory, are less likely to be forgotten. The passion of hunting—a passion strong and permanent in human nature—is attached to the geographical car, and drags it along with ease and pleasure. The sense of task and duty gives way to the passion for searching.—*The Educational Times.*

## SCHOOL DISCIPLINE — METHODS AND MEANS.

BY LARKIN DUNTON, LL.D., HEAD MASTER OF THE BOSTON NORMAL SCHOOL.

THE law of the creation of power, namely, that power is created by the use of power, requires that the work of training should be done by the pupil and not by the teacher. The question is not how you can govern a class of children, but rather how you can develop in them the power and inclination to govern themselves. The method of discipline is one of indirection. The teacher is to create power of self-restraint and self-direction in pupils by inducing them to exercise what power of self-restraint and self-direction they already possess. Stir pupils to right action, put into their minds the right motives for right action, and then subtract your own personal influence as far as possible. How many teachers are to-day worrying themselves into conditions of nervous prostration by trying to do for their pupils what the pupils should be doing for themselves. First, learn to govern your pupils perfectly, then learn how to get along without governing them at all.

The law that habits are formed by the repetition of similar processes

requires that the pupil act constantly as he ought to act, and that his efforts at right conduct be continued till it costs him no effort to act right. Suppose your most wayward pupil should, by some wonderful means, be induced to obey you promptly for a thousand times; what would be the probability that he would obey you promptly when you spoke the next time? Correct acts of speech, deportment, thought, feeling, and volition may be performed times without number, and, yet, if they are interspersed with frequent opposite acts, no correct habits will be formed. The disciplinary effect of an occasional act of obedience is very slight. You may make a great display of power at times, and thus compel every pupil to continuous stillness and application, but if quiet order and continuous work are not secured with regularity, little or no progress is made by the pupil in establishing the habit of orderly conduct and continuous effort. Vacillation in the conduct of pupils, resulting from vacillation in the requirement of the