

mental workings of the boy's mind are somewhat as follows : The restraints of the school-room are contrasted with the freedom of the streets. The boy desires to show his prowess ; on the streets he can do it in a way natural and spontaneous ; in the school he gains credit from teacher or fellow pupils only as he evinces aptitude and grasp, which require steadiness, self-repression, and some degree of plodding industry. This boy is one of those whose mind and body both resist any steady draft upon them. His mind dwells upon the jokes, the strange tastes, the mysterious hints, of companions of the street better posted than himself. He goes out to places of low resort evenings, and ruminates days upon what he has seen, and contrives how he may get the money for another night. Of course he fails in school, and continues to fail. He cannot respect himself on the ground where he is continually defeated. Of course he is cross, and comes to look upon the school as a prison from which he must escape. He does escape. The schools lose sight of him. His parents follow him up ; if not his parents, at length the police.

How shall the schools deal with

such cases ? Unless you have dwelt in thought upon the mode of life, the characteristics, the habits, the acts, and the destiny of these youths, you cannot appreciate the great work that our schools are doing, and the greater work they ought to do for our youth.

To prevent this evil growth is wiser, more economical, and more becoming an intelligent and humane community than to suffer and to punish the results of it. The influence of the ordinary school is refining and elevating to the lower natures assembled in it. It exercises control, and some sort of subjection, not to say subjugation—is an absolute essential to the right development of any child. Good habits are formed—habits of punctuality, industry, and self-control. Truthfulness, forethought, patience, politeness, kindness, are inculcated, and, so far as possible, made habits of mind by the school in its daily workings. The thoughts are drawn to better things than occupy many of the pupils the remainder of the day. Pupils in the schools are withdrawn from the influence of the majority of bad boys, and come under the influence of the good boys—those whose impulses are mostly right.

SECULAR EDUCATION AND CRIME IN FRANCE.

THE advocates of popular education have always urged its moral effects as one of their strongest arguments for its universal diffusion. "Educate the people," it is said, "instruct and discipline their minds, train them in virtuous habits, then vice and crime will vanish from society, like the owls and bats, before the break of day. The rising generation will become sober, honest, pure, thrifty, law-abiding, as well as intelligent citizens." Such are the results which all desire and more or less

expect from a well-devised and well-worked system ; and if these should to any serious extent fail to be produced, we might reasonably conclude that there must be some radical defect in the methods employed. It is not, indeed, in the power of man to command success ; and, so long as human nature remains what it is, even the best system, based on the soundest religious principles and carried out by thoroughly Christian and competent teachers, will not ensure such results in every case. If, then,