

both city and country youths whose parents are respectable and law-abiding people. The boy most in evidence even in the hamlet or farming community of Arcadian simplicity, is he who loves coarse, rude jokes and low companions, delights to get possession of the vilest of the semi-criminal periodicals, finds his heroes among prize-fighters and thieves, and grows up to a useless manhood. Essentially the same conditions prevail in the towns and cities. The young tough we expect to be the product of the tenements, but he is not the worst specimen of the rising generation, for he is only the reproduction of his kind. What is most to be feared is the reversion of the sons of the better classes, the growth of a body of young men saturated with materialism, of low ideals and evil ambitions, intelligent without being moral, subject to all the temptations which easy circumstances give without having received the training in self-restraint and refinement which easy circumstances should give. There is far too much truth in the common saying that the American boy is a barbarian.

For his being a barbarian others are more at fault than himself. Here

and there the congenital criminal exists, who from childhood is destined to a career of evil in spite of all care. But the great majority of boys are what their parents make them. The father thinks his duty done if he tells his boy to behave himself, keeps him from disturbing the quiet of the household, and spends a reasonable sum of money for him. Under such training it is not remarkable that a boy is not a credit to his family. The old-fashioned stern discipline and rule of families by fear is not attractive in our day, and a thoroughgoing companionship of elders and children is much to be preferred. But certainly the sternest of rules was preferable to the indifference that leaves children to educate themselves. So left, they are pretty sure to educate themselves in crime.—*New York Tribune.*

To know that there are some souls, hearts, and minds, here and there, who trust and whom we trust, some who know and whom we know, some on whom we can always rely, and who will always rely on us, makes a paradise of this great world. This makes our life really life.—*James Freeman Clarke.*

HINTS ON SCHOOL DISCIPLINE.

THE routine work of the school-room should be so arranged as to prevent friction and disorder, thus avoiding the necessity of reproof or punishment, and leaving the time free for study, instruction and recitation. Lessons should be given in the first days of the term to teach the pupils how to move together, to come and go to and from the recitation, to stand and to work at the board, to go out and in at recess. This pre-

arranged order of movement will prevent collision and disturbance. In the first exercises, when the pupils are practising the movements, the directions should be definitely and quietly given. After the children have become accustomed to the order of movement, a signal may be substituted for the complete direction. This should be slight and quiet. Noise does not command attention. Let the voice be low, clear and deci-