

and girls, not classes, were taught, but where are the individual scholars? Passing through the Public Schools the student, if further pursuing his studies, goes to college, and there the routine, while of a higher order, is the same in principle, all class and grade individuality is lost. Do the graduates of our colleges go out as well educated as their forefathers? The average is higher, no doubt, but are they individually as well equipped for the battles of life?"

INSIST ON PROMPTNESS.—Teach your children to be prompt. Promptness is one of the most necessary things for them to learn, and you can in no other way be as sure that your teachings will be productive of the desired results as you will be if you yourself set an example of promptness.

One of the most cherished compliments I ever received was from one of my pupils, years ago, when I was a country school ma'am. "You may just bet," he said, "that something awful has happened, if teacher is n't on time."

I gave my scholars to unders and that I considered a failure to be promptly on time entirely too much of a disgrace to be patiently endured, and one that was wholly unnecessary. Only the best of excuses for such failures would ever satisfy me, and I took good care never to give them the slightest opportunity to criticise me in that respect. A child will learn more by example than by precept, every time.

When I see a mother who is fond of putting things off until some more convenient time, I always wonder if she is impatient with her boys and girls when they fail to do their tasks as quickly as she thinks they should. Very likely she is. It is often the case that the ones who are least prompt have the least patience with others for being so.

There are very few instances where delay makes the task any easier to perform, or where any one is benefited by waiting for some more convenient time. The present is always the most convenient time, if we would only teach ourselves to think so, and when we have learned the lesson, then we can teach it to our children.

If they agree to do a thing at a given time, teach them to be prompt to a minute, and nothing less than "something awful" can keep them doing as they agreed, and exactly when they agreed.

A habit of promptness will be of more use to them when they have grown out of your care, than a great many gold dollars. It is your business to see that the habit is theirs. — *Selected.*

LIFE AMONG THE SIBERIAN NOMADS.—The Kara-Kirghese are essentially a nation of shepherds and breeders of cattle, and think it a "come-down" in life when compelled to resort to settled occupations. They are not so rich as their brethren in the plains. Very few own as many as 2,000 horses or 3,000 sheep. Also they have fewer camels; but, on the other hand, possess an excellent breed of oxen for traversing the mountains. Their cows are large, but do not yield much milk. Yaks are kept by them instead. Their cattle-breeding claims far less labour than agriculture, but is exposed to great risks. For the support of a nomad family for a year are required eleven head of large and ten of small cattle, and to provide hay for the winter consumption even of this number exceeds the working power of one household. I was much interested to see some of the Kirghese on the march. Their wanderings are thus conducted: When the pasture in a neighborhood is eaten, one or two of the young men are sent to