

about this. I know many pupils come to school solely to tell me of home matters and ask my advice. I was to them one who was interested in what was going on at home.

(2) I gave attention to the manners, personal habits, etc. Picking the nose and teeth, scratching the head, yawning, blowing the nose (no handkerchief being used), and the whole train of animal habits I set them against. I told them that animals, not human beings, did those things. I deemed success in this a valuable end attained.

(3) As to cleanliness I insisted upon clean hands and faces; the shoes and clothes brushed, and the hair combed. To reach this for a time I kept a comb, a hair and clothes brush, and a box with shoe brushes. This last the boys kept supplied with blacking. There was a daily inspection of the hands. The pupils marched before me and laid their hands on a book for a long enough time for me to decide whether they should be washed or not. Those who had clean hands received a card marked "Hands Clean;" to the rest I say nothing. I have an inspector to look at the shoes. To poor clothes I say nothing, only I do say, "Poor clothes are not a disgrace, but unclean ones are." This inspection and comment has wrought great moral effects in my class. Especially do I praise a child with poor clothes who is clean.

(4) Quite a number of my pupils bring their lunch; I saw they wrapped it in newspaper and ate roughly. I insisted on a clean napkin being used to wrap the food in and that it be spread on the desk before them and the crumbs be gathered in it and shaken in a basket or out of the window and not brushed on the floor. Nor would I allow them to walk about, but sit and eat decently and slowly. Sometimes one pupil reads funny things while the others eat. I dis-

cussed home eating with them and this incident grew out of it:

A girl of 15 came to me one morning and told me she had determined to effect a revolution at home; that the table always sat up against the wall and usually there was no tablecloth; that each helped himself, etc. I encouraged the idea and in a few days she told me that she had the table drawn out for dinner, a clean cloth put on, the father was persuaded to put on his coat, and all but she were seated; she did the waiting; all had napkins. She had fried some oysters and when her father ate one he cried out, "Why, this is all like Vanderbilt!" It was evidently a great and an unusual day. This girl shed tears telling me and I shed tears, too, for I sympathized with this effort to bring culture into her own home. It may seem to some that it will be impossible for all pupils to furnish napkins in school as proposed. In my case I got two dozen given to me by a lady to whom I told my need, for use in the school. I told the pupils they need not get costly ones, and showed them some made from salt bags. I told my pupils that Pope said, "Manners make the man," and explained the meaning; that boys, when they applied for places, were judged by their manners. A boy came to tell me he had got a place and that he heard a man say, "He has good manners." He felt it was this that had got him the place.

In my visits to parents it is not that they are poor that I pity them, but their lack of knowing how to live more decently than they do. I was only lately consulted by a mother as to what her daughter should do (she had not been a pupil of mine); she was nearly 17 years of age and too evidently lacking in manners to enable her to get a place as lady's maid or housekeeper above the grade of a servant; indeed she could hardly