

those to whom such habits are distasteful, and in order to get the esteem of such, it will require a host of good habits or qualities to counterbalance the effect upon them of a single bad one.

Another thought with respect to habits—it is well to be cheerful and sociable, but avoid over-familiarity. This is an important consideration. Many young teachers injure themselves permanently by associating too intimately with young people of their own age; or rather by failing to maintain that dignity and reserve their position demands. There are few of us that can afford to converse with young people whose acquaintance we have formed in the same manner we would converse with our own brothers and sisters. There is much truth in the old adage about familiarity. When a young man becomes so popular in the section that everybody calls him by his Christian name or by his surname, omitting any prefix, you may be sure that his usefulness in that neighbourhood is practically at an end. You sometimes inquire who were your predecessors in the section, and you may be told that they were Mr. White, Mr. Brown, Tom Jones, etc. In pursuing the subject you will find that Mr. White and Mr. Brown were successful and acceptable teachers, but people will shake their heads and shrug their shoulders when they speak about Tom Jones. At the same time avoid the other extreme. Too much dignity and reserve is scarcely less fatal. When you walk out, don't carry yourself as though you were one of the lords of creation, don't draw down your chin, knit your eyebrows, or jerk your head at people whom you meet, but walk with an easy grace and accost those whom you meet genially and cheerfully. I would say, too, that you should make it a point to be the first to speak to those whom you meet on the road,

for there are many people; sensible people too, sometimes, who will form an estimate of you from such a trifle as this.

I now come to the last division of my subject, viz., *private study and recreation*. I take it that every young teacher does a certain amount of studying. We have none of us perhaps yet reached the height of our ambition. If we are not striving for a higher place in the teaching profession, we are aiming, it may be, at a high place in some other. We should not then be at a standstill while actively engaged in our work. A good deal may be done by private study, but unless there is diligent and systematic application much will not be accomplished. You should mark out for yourself a certain course of study, not covering many subjects at a time, but applying yourself diligently to the mastery of what you have marked out. Let not a day pass over your head in which you have not done something. If you do write in your diary "I have lost a day" you will find the incentive to keep that blot from your next page a strong stimulus to exertion. It is a good plan to mark out certain portions of work for each day, just as you would do were you attending classes yourself: ever remember that a short lesson well got up is better than a long one learned imperfectly.

In regard to promiscuous reading, in addition to at least two of our professional monthlies, every teacher should read a daily newspaper. If you think you cannot afford this latter expense, you can easily persuade one of your neighbours to go halves with you and read the paper by turns. Teachers should keep themselves well informed upon the questions of the time and the more important items of daily occurrence, which is a difficult matter unless a daily paper is read.

For the cultivation of your thinking