

get at the parents is through the children. I will risk this statement that there is something commendable in every boy and girl. Even the most hardened rogue has some redeeming trait. What nonsense, then, for us to say that any boy is a worthless fellow, irredeemably lazy, and irretrievably wicked. Under proper treatment, or upon suitable occasion, the fallacy of that statement will appear. What I want to say, however, is that in conversation with parents what is commendable in their children should be pointed out. Though the child may have innumerable bad qualities, it will do little good to mention them. They are known already; but the parent will be encouraged and will feel grateful to you if you can point out some good trait in the character of the child. The parent will, no doubt, agree with you, let the child be as vicious as he may. Upon the same principle, no matter how homely a baby may be, and shapeless, its mother will believe you when you tell her that it is the sweetest and comeliest child you have seen. But you may strictly adhere to the truth and yet say something good, something favourable, about every boy and girl.

When you meet a number of persons at a house you should be ever ready to converse with those who are the heads of families, and, by the use of a little tact on your part, you can leave upon their minds a good impression of yourself, and, what is equally important, an exalted one of their own opinions and abilities. Avoid controversy; that is, upon subjects where party feeling runs high. Do not discuss politics, unless it be with a man of the same opinions as yourself. With opponents such discussions are usually irritating, and end by leaving the combatants farther apart than at the outset. Moreover, do not act as though you had the idea that everybody came there to hear you talk;

rather be a good listener. That is the secret of a good deal of success in social life. Unceasing frivolity in a young person is disgusting. It is not well to act the buffoon continually, although a little nonsense once in a while is not a bad thing. It will amuse the old ladies and please the young ones, and is of itself a wholesome tonic to the system.

There are many young teachers who pride themselves on their accomplishments outside the profession. They are musicians, or good elocutionists, and can read comic pieces well. That is fortunate, but, I would say in this particular, if, for instance, you play upon the violin don't carry it around the section giving free concerts to the people, for though you may delight the rude and the ignorant, and sometimes please the more sensible, yet you are descending from your dignity in a way that cannot add to your influence. Moreover, there are always those who, under the circumstances, will say that you depend for your reputation not upon your work in the school-room but upon your fiddle. If you have any accomplishment don't hide it under a bushel, but be careful not to throw it at the head of every man you meet. It is not well to be puffed up with conceit on any matter, especially on things which at most are trifles.

*Habits.*—There are good habits and bad habits. The good ones we acquire, the bad ones come natural to us. The former are easy to give up, the latter are the reverse. How watchful then and careful we should be.

The teacher should cultivate the habit of being regular, punctual, and systematic in general life. Not only to the great things should these principles be applied, but also to the little things. Be regular and punctual not only in matters of business but also in those things that concern no one but yourself, in reading, recreation, exer-