

spirit? Has my room any individuality that attracts my pupils?

3. Do I render to my superiors the obedience which I exact from my pupils?

4. Am I just? Have I ever been capricious? Have I punished children because I was angry? Have I ever been guilty of inflicting class punishment?

5. Have I relied upon myself as much as possible? Have I acquired the habit of threatening children with the principal?

6. Am I in the habit of detaining my class after school? Does it pay?

7. Do I enjoy the solid respect of my pupils? If not, why not?

8. Do I teach so faithfully and successfully that every pupil must feel that it is worth his while to come to school?

9. What have I done to encourage children? Have I ever encouraged my bad boys? Do I recognize and reward fidelity as well as success?

10. Have I an honor class? What happens when my back is turned or when I am out of my room?

11. Do I allow "tattling"?

12. Am I deficient in executive ability? Am I on time with my records? Is my closet in order?

13. Am I drilling my children enough in their studies?

14. What is the tone of my class? What have I done to improve it?

15. Are my punishments kind, fair, without revenge, and approved by the public opinion of the class?

16. Have I carefully studied and graded punishments? Do I realize that it is not the severity so

much as the certainty of punishment that prevents offenses?

17. Do I have a cheerful atmosphere in my room? Do I scold or lose my temper? Am I glum most of the time? Have I employed sufficiently the sense of humor?

18. If I joke, are my jokes coarse or refined? Genial or harsh?

19. Is my class-room as pleasant as I can make it? What can I do to make my personality more winning?

20. To what extent is my class self-governing?

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A Rural School Board in America.

Educationists who have had experiences of some of the smaller rural School Boards will appreciate the following extract from Max Adeler's new novel, "Captain Bluit."—

"I should like," said Director Robinson, "to ask what is this metric system that I find some of the children trying to learn?"

The principal explained the metric system.

"Nothing to do with hymns, with long metre and short metre and hallelujah metres?" asked Director Robinson, who sang in the Baptist choir.

The principal said it had not.

"Did I understand you to say," inquired Mr. Matlack, "that the system came from France?"

"Yes," responded the principal.

"There's another queer move," said Mr. Matlack, with strong emphasis. "You start in with an Italian poet, Dant, and then you fetch along a French system with