

omprehension of the best methods of teaching history and literature, are rare accomplishments. And the same may be said of the modern languages, of gymnastics, of drawing, of English composition, and other important secondary studies. If these seem inferior to Greek in pedagogic value, the fault is in ourselves that we have not mastered them or have not learned how to teach them rightly.

Girls' schools in Europe have in their programmes not only no Greek, but even no Latin; but they have their hours for ancient literature. The excellent translations from the classics should not have been made in vain. It is all-important for high-school pupils to read Homer and Virgil, something of Plato, and a little of a few other ancient writers. Where paradigms and parsing do not hinder this can easily be managed.

The argument that Greek has a great utilitarian value because it furnishes the etymologies of our scientific nomenclature seems altogether unsound. A frequent result of the study of ancient languages is an exaggerated estimate of the practical utility of knowing the origins of words. The fact is, it is a pleasing thing for the scholar to recognize relationships between old words and new words; but his knowledge of the meaning of words is thereby promoted but very little, if at all. This becomes clear if we compare our acquaintance with words derived from the Greek, which we know, with our knowledge of words derived from languages which we do not know. Do we, for example, understand better the meanings of *aorta*, *chaos*, *elastic*, *skeleton*,—all from the Greek,—than we do the meanings of *alcohol*, *naphtha*, *amber*, *sherbet*, from the Arabic; of *crimson*, from the Sanskrit; or of *peach*, from the Persian? Or, do we feel any obscurity about the meanings of *coke*, *dismal*, *hickory*, because their etymologies are unknown? Usually an etymology is misleading. One does not profit by, but has rather to be on his guard against, the etymological meanings of *oxygen*, *nitrogen*, *geometry*, *fungus*, and so on. The meanings which words ought to have, etymologically, they cannot have in modern times. To insist on deriving meanings, as well as forms, from the ancient sources, is the mark of a pedant. —*Didaskalos*, in *New England Journal of Education*

OLD-TIME VS. MODERN SCHOOLS.

It may be asked, "Were the old-time schools superior in nothing?" We would answer, "Yes, in matters of drill." To be sure it was often a mere hammering over dried bones, yet some things were hammered in. The modern teacher, in her horror at senseless routine work, has gone to the other extreme. It is certain that no matter how carefully a subject may have been taught, no matter how carefully a child's understanding has been tested, there still remains a certain amount of drill, of plain, unvarnished memorizing, the lack of which is the chief lack of to-day's schools. But this failure is being recognized, and the most capable and enthusiastic of our teachers are asking themselves, "How shall I better teach and impress,"—not the "useless and ornamental studies" designated by Dr. Moran, of the Boston School Board, but the plain, common, homely studies of reading, spelling, arithmetic, grammar, and geography. And with new light has come a less slavish devotion to text-books, but more personal examination of things themselves rather than some man's description of them. The last few years has seen a marked improvement in the matter of reading and writing, a child of six being able to do what one of nine or ten could hardly accomplish in the past. If there can be an equal improvement in number during the next few years, our enemies even must be forced to commend. —*Mrs. Eva D. Kellogg*.

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THINGS I SHOULD ASK MYSELF AS A TEACHER.

BY GEO. H. COOK, IOWA.

1. Have I done all I could to-day for the good of my school?
2. Would I do my work again the same as I did, if I could?
3. Have I used proper language in the presence of my pupils?
4. Did my clothes look as neat as they should as an example for my pupils?
5. Did I prepare my lessons as thoroughly as they should have been?
6. Could I have added any new thoughts to the minds of my pupils on any lesson?
7. Did my pupils speak respectfully of me; if not, what reproof did I make?
8. Have I read any school work or journal to aid me in my teaching?
9. Have I allowed my pupils to be boisterous in the school-room at recess?
10. Have I asked the patrons to visit my school, thus encouraging the work?
11. Did I call and dismiss all my recitations at the proper time?
12. Have I allowed some point in school discipline to pass unobserved?
13. Has my day's work been fully satisfactory; if not, why not?
14. Did I call and dismiss my school promptly on time?
15. Have I examined school property to see whether it has been defaced?
16. Have I paid attention to the ventilation of my room?
17. Are there as few classes on my programme as can be?
18. Have I given each class something to do and seen they did it?
19. Have I made every effort to make my school a success?
20. Have I endeavored to get out of any old ruts to-day?
21. Have I arranged my programme in proper order and neatness?
22. Did I fail to make recitations interesting; if so, why?
23. Was my school so orderly that I was not interrupted during recitations?
24. How many questions did I ask to-day that could be answered by yes or no?
25. Were my general exercises instructive and interesting?
26. Did I proceed with a recitation while there was disorder in it?
27. Did I have my school-room in condition for opening school?
28. Did my pupils give due attention to the recitation?
29. Have I allowed any pupil in the class to interrupt another?
30. Were my pupils prompt in all their recitations?
31. Have I kept a correct account of tardiness and absence?
32. Have I exchanged ideas with any teacher?
33. Which topic has been most difficult for me to explain to-day?
34. Have I assisted any pupil who could have helped himself?
35. If the school has gone wrong to-day, who is to blame—the pupil or myself?—*N. Y. School Journal*.

TO TEACHERS.

Probably no profession requires more skilled workers than that of teaching. To be fitted for the responsible duties the teacher should possess:

1. *Purity*, that he may come before his pupils as a living example to them in thought, word, and deed: that his life may influence them to all that is good and noble.
2. *Politeness*, true and genuine, that he may have regard for the views and opinions of the little community over which he rules.
3. *Personal neatness*, that he may appear before them in a creditable and becoming manner.
4. *Peculiar fitness* for the work; pleasant, to attract instead of repel; patient, with faults and failing; pity, in trivial trials and troubles; a philanthropist, to exercise justice without favoritism.