

"Mythology of the Constellations," which seems to be sometimes considered rather important.

In arranging the lessons, the most convenient way will be to prepare an outline of each lesson, and to have it copied beforehand by every boy; this will secure, among other things, to some extent, the correct spelling of the proper names. The following are intended to be thus used; but, naturally, the arrangement will admit of much variation. Particulars concerning classical writers and the history of epic and dramatic poetry, do not belong to this part of the subject.—When speaking of the deities, it is well to give their Greek as well as Latin names, and describe the form in which they are represented in statuary.

I. *Oceanus*; Saturn (Chronos); scythe and serpent; his reign on earth. Chaos; Erebus and Nox; Nemesis, the Fates or Parcae (Clotho, Lachesis, and Atropos); the Furies or Eumenides, the Titans, Prometheus (Pandora); Ate.

II. *Jupiter* (Zeus), Eagle; his birth, the Corybantes, the goat Amalthea; (Cornucopia) contest with the giants, their punishments, Enceladus, Tityus, Briareus. His wife Juno; (the peacock, story of Io) Europa.

Neptune; (Poseidon); the horse; his wife Amphitrite.

Pluto; (Dis, Hades, or Orcus); his wife Proserpine, the pomegranate-seed; his kingdom, Tartarus, the Elysian fields, Phlegethon, Lethe, Styx, Charon, Cerberus, Minos, Rhadamanthus and Æacus; Ixion, Tantalus, Sisyphus, the Danaides; story of Orpheus; (Proteus, Aristæus, Eurydice); Plutus.

III. *Latona*, (veiled); Niobe. Ceres, (Cybele) corn and poppy, turreted head; Triptolemus, the Eleusinian mysteries. Vesta; her worship at Rome. Diana, crescent and quiver, (Hecate); the Spartan boys; her temple at Ephesus, Venus (chariot and doves) and her son Cupid; Adonis. Minerva (Pallas, Athena) the Ægis; her origin; the olive; *Marsyas*, Apollo (Phœbus) laurel and crown of rays; birth on Delos, the Python; serves Admetus, (Alcestis); Midas, (the Pactolus); Pactolus, Parnassus, the Muses; temple at Delphi, colossus at Rhodes. His son Æsculapius, (serpent and cock) Phaeton (amber).

IV. *Mars* (Ares); chariot drawn by Flight and Terror; Romulus; Salii and Ancilia. Bacchus (Dionysius); thyrsus and vine and ivy-leaves; the sailors of Naxos; Lycurgus, Pentheus, Mercury (Hermes); winged feet and caduces; the tortoise-shell. Vulcan; the Cyclops, Pan (panic) form of a goat. Silenus, riding on an ass. Janus. Momus. Aurora, (Tithonus), Lethe. Flora. Pomona (Vertumnus). Fauns, Satyrs, Dryads, Naiads. Lares, Penates.

V. *Hercules*; enmity of Juno; the snakes. Service to Eurystheus; Hesione. 1. The Nemean lion (Leo) its skin, the club. 2. The Lernaean Hydra, its heads, Iolas, the poison; (Cancer). 3. The stag. 4. Erymanthian boar, Centaurs and Lapithæ, Pholus, Chiron (Sagittarius). 5. Stable of Augeas. 6. Birds of lake Stymphalia. 7. The Cretan bull. 8. Diomedes' mares. 9. Girdle of Hippolyte; the Amazons. 10. Geryo (Cacus). 11. Apples of the Hesperides, Nereus, Atlas, the pillars; Antæus. 12. Cerberus; slave to Omphale; Nessus and Dejanira; his death, Lichas. Hebe, (Ganymede).

VI. *The Argonauts*. Phrixus and Hella (Hellespont), the fleece. Tiphys, the wood from Dodona; Hylas; Castor and Pollux; the Symplegades (the dove); Phineus and the harpies; Medea and Jason, the honey-cake, the dragon's teeth, the fire-breathing oxen, the armed men, the daughters of Pelias; the flight of Medea, the rest of her story, the death of Jason.

The Calydonian hunt: Meleager (the log of wood); Atalanta.

VII. *Theseus*; the sword and the stone; Procrustes; sent to Crete, the Minotaur, the labyrinth (Dædalus, Icarus) Ariadne, (the thread); the black sail, name of the Ocean. Contest with Lapithæ: friendship with Pirithous; descent to Hell. His son Hippolytus.

Perseus; his mother Danaë, the golden shower, the boat: his armour, the Graiæ, contest with Medusa, Atlas; Andromeda.

Bellerophon; the letters of Proetus, the Chimera; Pegasus, Deucalion and Pyrrha, the re-peopleing of the earth. Ario, Amphion, Orion, Narcissus and Echo. Baccis and Philemon. Hero and Leander. Cleobis and Biton.

VIII. *Building of Troy*, Neptune, Apollo, and Laomedon; Hesioine. Origin of the war, the golden apple at Peleus's marriage, Paris's judgment; Helen's suitors, Menelaus; Philoctetes, quarrel of Achilles. Diomedes and Ulysses's exploits, (Rhesus and Dolon), Glaucus and Diomedes, escape of Æneas; parting of Hector and Andromache; Hector and Ajax; death of Patroclus, the games; Achilles's armour; death of Hector. Death of Achilles; the wooden horse; Laocoon, taking of Troy. Stentor. Machaon. Nestor.

IX. *Achilles*, Thetis, Chiron, his heel; sent to Lycomedes, choice of arms, short life. Telephus's wound. Ajax, contest with Ulysses, madness, death, (hyacinth). Agamemnon (Thyestes) sacrifice of Iphigenia at Aulis—his death—Orestes kills Ægisthus, and Clytemnestra; pursued by the Furies; his trial before the Areopagus. Orestes recognised by Electra, meets with Iphigenia at Tauris. Pylades. Ædipus; his name; the Sphinx; kills his father; death at Colonus;

Antigone; Eteocles and Polynices; the Theban war, Antigone and Hermione.

X. *Ulysses*; his revenge on Palamedes (chess); the Lotos-eater; Polyphemus and the Cyclops; Æolus and the winds; Circe, the Sirens, Scylla and Charybdis, Calypso, Nausicaa. Penelope's troubles, the web, journey of Telemachus and Mentor; return of Ulysses to Thrace, Eumæus, the bending of the bow, Euryclea, the dog Argus.

XI. *Æneas*—his mother Venus; escape from Troy, loss of Creusa; Polydorus; the storm raised by Æolus at Juno's order; Triton assists the ships; the Harpies. Carthage, death of Dido. The Sibyl, the golden bough, the cake for Cerberus, descent to Hell. Lands in Latium, Lavinia, hostility of Turnus, assistance of Evander. Camilla, Nisus and Euryalus; death of Pallas; Mezentius and his horse; contest of Turnus and Æneas. Pallas's belt, death of Turnus.—*English Literature.*

Papers on Practical Education.

HOW CAN THE TEACHER BEST MAKE HIS OCCUPATION CONDUCE TO HIS OWN PROGRESS IN SELF-IMPROVEMENT?

[We here give a free translation of a chapter from one of the best of the numerous German works on practical education.—Diesterweg's guide for German Teachers. We think our readers will be interested in this specimen of the views of a foreign teacher of very high reputation in his own country.—*Editor Massachusetts Teacher.*]

In answer to this question we give the following brief rules. First, study the subject you are to teach thoroughly in all its parts and in all its bearings.

2nd. Take as a guide in your teaching some good printed manual, but use it only in proper time and proper manner, and *never* while you are giving instruction.*

3rd. Accustom yourself to a thorough and exhaustive preparation for every single exercise and every single lesson you give.

4th. Enter in a book all the experiences, reflections, and notes worthy of observation you have occasion to make during your lessons.

5th. As soon as you have thoroughly mastered the text-book or manual you have adopted as a guide, study other manuals and works which treat of the same subject.

6th. Endeavour to arrange a course of study which shall exactly correspond to the wants of your particular pupils.

7th. Study constantly such general works on the subject of education as you can command, pedagogic, didactic, on methods logical and psychological, by means of which your mind can ripen into clearer views, and discover better methods of practising your profession.

These rules all spring from the idea that the success of the teacher in his school results mainly from his intimate knowledge of the subjects he is to teach, and from the gradual and never-ceasing development of that knowledge, and all its accompanying relations in his mind. It is for this reason we require of him from the beginning the most intimate acquaintance with every subject he is to teach. In the next place we have counselled him to take printed manuals for his guides, because time, if nothing else, is usually wanting to most beginners, for the elaboration and publication of his own guide.† Moreover, it is to be presumed that many guides already printed have a greater value than the unripe products of a beginner. To lay out a practical course of instruction of very moderate limits, is in no department a very easy work. Only the maturest and wisest teachers are truly competent for it. I am therefore by no means of opinion that a young teacher is best able to lay out his own courses of instruction; though I would not have him all his life long slavishly bind himself to a guide. Only let him choose and follow one in the beginning. The eclecticism which strives to choose the best parts of all that are known, commonly destroys all unity, and hinders all steady progress. It is far better to follow steadily even a one-sided plan, than to have none at all, and only be guided by the supposed temporary wants of one's scholars, or even by one's temporary whims and caprices. I have known young teachers who thought they selected the best parts of many plans, but generally nothing came of it.

I therefore lay great stress upon choosing out and following some good guide to a course of study. Yet the best guide that can be taken seldom suits in every particular the special case and particular school in which it is to be used. Such a universally applicable course of instruction has never been made out, and never can be. Every writer starts from certain given premises, and certain given relations of the

* We suppose this to refer to a class of books very common in Germany, but little known here, which combine a general treatise on the subject of education, with minute directions for instruction in particular departments. Of these there is a great variety, often constructed upon very different principles, and laying out very different courses of study.

† This is curiously illustrative of the fact that in Germany, a nation of writers, almost every schoolmaster of any note makes and prints school books and guides of his own.