

I have the spelling exercises the last thing in the forenoon, and on going home the slates are left on the desk for correction. When I find a word misspelled I mark it and place the correct word below so that when the pupils return in the afternoon they can change the word for themselves. After correction, the sentences are read before the school. Sometimes they are allowed to tell which they think best, and if the sentences are ungrammatical some one in the class makes the correction.

This sentence writing has another advantage, that of teaching the correct use of language. In the usual routine of daily work a child has little chance for expressing himself so that his language may be corrected. The stereotyped phrases, "I ain't got no pencil" and "3 and 2 is five" is about the only chance the poor child has in the school room for using his own language even to abuse it. In this written work they have all variety of words, consequently all kinds of subjects upon which to express themselves. One day the word pony was used in the lesson, and one little fellow had the sentence "My! but I wish I had a pony." For an illustration of our work I will take one of our lessons for last week. The words given were "lamp," "times," "hundred," "Cleveland." When the lesson was done one sentence read, "Cleveland had a lamp lit when he was elected, and a fire in his stove and he had put wood in three times; and there were a hundred men in the office." Another had, "Write Cleveland, lamp and stove a hundred times." And another "I think a hundred years ago little children were burned many times by a lamp and with a stove too; I think Cleveland was burned." Others had three or four sentences for the different words. One had "I can not write sentences with times." There is a great variety of sentences and the reading of them is quite an interesting exercise which all enjoy. I have also once a day written spelling from dictation, keeping a list of words used and writing them as a review. Also a drill once a week on words of different meaning and spelling and similar sound, as write, hear, there, pair, etc.

Our aim in all school work should be, not to teach pupils to spell a certain list of words, work a certain set of examples, or to read to the end of a certain series of readers. But we should aim to make children intelligent. Upon this one point depends our only hope of practical success.—*Iowa Teacher.*

## Educational Notes and News.

Mr. Edmund B. Harrison has resigned the position of Inspector of Public Schools for East Kent.

Four pupils of the St. George P. S. passed very successfully the recent Entrance Examination, and two former pupils of the school took Third Class certificates. Mr. J. C. Elliot is Head Master.

The attendance at the Ontario Business College, Belleville, within a short period has embraced students from fifteen different provinces and states. This shows how widespread the reputation of the school has become.

Miss F. Gillespie, of Prince Edwards, Mr. J. B. Davidson, of Perth, and Mr. F. S. Falconer, Middlesex, pupils of the Ingersoll High School, were successful at the recent First Class Teachers' Examination. Miss Gillespie has obtained a situation as assistant in the Picton High School, Mr. Davidson has been appointed assistant in the Woodstock Model School, and Mr. Falconer takes a school in the county of Perth.

Encouraged by the growing demand for more extended training in Expression, The National School of Elocution and Oratory of Philadelphia, last year, enlarged this Graduating Course of Instruction from eighteen weeks to one year. The experiment has been very successful. They have also increased their staff of Instructors and the number of hours of instruction per day, without adding to the cost of tuition; in fact, the rates for instruction are materially less than heretofore. The fall term begins on Monday, Sept. 28th.

Mr. J. E. Deacon, late head master of the Woodstock Model School, has been appointed to the inspectorship of Public Schools in the County of Halton, made vacant by the death of the late Inspector Little.

The teaching staff of the Chatham High School has been augmented by the following teachers. Mr. Twohey, M. A., gold medallist, Toronto University, salary \$800, classical master. Mr. W. J. Chisholm, B. A., honor graduate and medallist, of Victoria University, salary \$700, English and modern languages. Mr. Short, graduate of Toronto University, junior assistant, salary \$500.

Miss Airth, a young lady whose house is at Shelburne, Ont., but who is at present visiting relatives in Florida, has recently received from the management of the World's Exposition in New Orleans a diploma and award of merit for a beautifully etched table which she had on exhibition there. Considering the magnitude of the Exposition, in which works of art were ranged in competition from all parts of the world, Miss Airth's success is highly creditable, not alone to herself, but to Canadian art as well.—*Globe.*

Some clerical errors occurred in the list of Woodstock High School pupils, who passed the Teacher's Non-Professional Examination, as published last week. We give the corrected list:—

### SECOND CLASS—GRADE A.

E. Ella Campbell, Helen Douglas, M. McPherson, M. Markle, Alice Stuart, Alice White, Thos. Heeney, J. A. McDonald, E. P. Whyte.

### GRADE B.

Joan Sherran, Sarah Stephenson, D. G. Revell, Alb. E. Scott, J. G. Robson, E. Lung.

### THIRD CLASS.

Anne Bayne, Lizzie Douglas, A. Geddes, M. Moncur, L. Overholt, May Rose, M. B. Topping, M. S. Webster, D. S. Matheson, R. H. Weaver, E. G. Bardwell, A. G. Palmer, C. O. Bertrand, N. Milmine, W. P. Robinson, C. E. Hendershott, Jno. O. Lewis, E. L. Danbrook, Chas. F. Lyster, Jno. Miller, C. Horseman.

## REGULATIONS RESPECTING TEACHERS' CERTIFICATES AND THE COURSE OF STUDY IN HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

(From the new Regulations.)

93. Pupils, on entering the High School, shall pursue one or other of the following Courses.—(a) That prescribed for a High School Commercial Course. (b) That prescribed for Matriculation into any of the Universities of Ontario, or for the Preliminary Examination of any of the learned professions. (c) That prescribed for a Teacher's Non-professional Certificate. Special Classes for the study of Agricultural Chemistry may be established by the Trustees, with the concurrence of the Head Master.

94. Any High School pupil may take, in addition to the subjects in the course selected, such subjects in any of the other courses as may be agreed upon by his parent or guardian and the Head Master of the High School; but no subject not mentioned in the High School Course of Study shall be taken up by any pupil without the consent of the Education Department.

95. In classifying his pupils, the Head Master shall be guided by the capabilities of his pupils and the circumstances of the school. The Head Master is not restricted in the sub-division of Forms, but he shall make at least two sub-divisions in Form 2.

96. It shall be the duty of the Head Master to prescribe the number of pupils in each Form, the division of subjects among his assistants, and the order in which each subject shall be taken up by the pupils—whether or not all the subjects in the Course of Study shall be taught concurrently; also, to make such promotions from one Form to another as he may deem expedient; and generally so to limit the sub-divisions of each Form as will best promote the interests of his pupils.

97. In every High School and Collegiate Institute, Vocal Music should be taught, as well as the theory thereof; Chemistry and Physics should be taught experimentally, and Botany practically; and it shall be the duty of the High School Inspectors to report specially those schools in which this recommendation is not observed. Drill and Calisthenics shall also form part of the obligatory course.

98. The following subjects as herein limited, shall constitute the Course of Study in the different Forms:—