

it does very well to dictate to them short sentences for five or ten minutes, according to the degree of their advancement, requiring them to capitalize, punctuate, put in hyphens, apostrophes, etc., as well as "spell" their words correctly. Then let them exchange slates or papers, and correct each other's work, without any communication between them. This will consume about ten minutes more. Let the teacher then examine the entire work, if not in the recitation-room, after the class is dismissed,—the writer as well as the corrector of each having signed his name thereto, before the exercises are delivered over to the teacher for examination. The one who makes the most corrections should be credited accordingly—allowing always one correction to counterbalance one error, if the scholar be so unfortunate as to have made any. Let every error (whether in spelling, or in punctuation, or in the overlooking of an error, or in any other respect) made in attempting to correct another's work, be accounted the same as a mistake in writing the exercise. A daily record should be kept of all this. At first the mistakes will be so numerous that but little can be given out and attended to. But in a few weeks, if this system is faithfully persevered in, it will be surprising to see what progress is made, and how the errors decrease in number.

One cannot, however, always have small classes. And even if he can, the following method affords a pleasing variety. Say a class of twenty-five has just been organized. The lesson has been assigned, and is supposed to have been studied. The class assemble, and are arranged alphabetically, or by lot, or according to age, as may seem best: if according to age, the youngest at the head, the next in years next, and so on to the oldest, who takes the foot. The lesson begins. It may be in single words, or in sentences. Suppose the latter. The sentences should be short, each complete in itself. The spelling is to be done orally. The sentence is given out distinctly, and the whole class is expected to attend, as it is not to be given out again, even though it is missed. We will suppose numbers 1, 2, 3, 4, and 5 successively spell their sentences correctly, capitalizing, punctuating, etc., as necessary. Number 6 misses. The teacher is to take no notice of it, otherwise than quietly and in a manner unobserved by the class to put a dot with a lead pencil opposite the name of the one who has thus missed, and in the proper column for the day, in his record-book, which should be open before him all the time as well as the book from which he dictates. Instead of giving the misspelt sentence to the next one to spell, give out another sentence, just as if no mistake had been made. This, the class should understand beforehand, is to be the case. The first one who observes the mistake, instead of spelling the sentence given to him when his turn comes, pronounces the sentence that was missed, then spells it. If correct, he passes up and takes his place above the one who missed it. If not, the next one may try it; if he misses it, the next; and so on until the work is correctly done. If it should pass the foot uncorrected, and number 1 spells it right, he "goes up" and takes his place above the one that first made the mistake. That is, if number 6 made the mistake, and it passed around uncorrected to number 1, number 1, who corrects it, takes his place just above number 6. He has virtually passed from one below the foot up to within four of the head again. For passing the head, he is credited one. Should he pass the head again before the recitation is over, he is credited with two "heads." Thus several scholars may pass the head during one recitation; and each therefore is credited accordingly. At the close of the exercise the class are numbered, their numbers recorded, and when they next come together they take their places in the order in which they stand at the close of to-day's recitation. If any are absent for a day or more, when they appear in the class again they take their place at the foot, relatively to each other in the order in which they were when they were present last, which is readily decided by a reference to the record-book. To-morrow's recitation, if possible, should begin at that point in the class at which to-day's left off. In this way, all are dealt by equally, and the one who passes the head the most times during the quarter or the session, if not positively

the best speller, is the most attentive and most deserving.—At the end of the quarter or the session, or oftener if desirable, the record, so far as the number of heads gained is concerned, may be read off; and once or twice a year it does very well to make something of a present to the best one or two in the class. Grown people work better, as a general thing, if they expect to be well rewarded for their labor; and children do better too, if something tangible in the form of a prize is held out for their attainment.

It will be found that the giving out of a word or sentence but once is an excellent exercise for gaining the attention as well as strengthening the memory of the pupils. Occasionally I have found it beneficial to interrupt the spelling exercise by asking reasons for certain things; as why *America*, in a sentence like "Columbus discovered America," should begin with a capital; why *web-footed* should be spelt with a hyphen; or *can't*, or *'tis*, or *John's*, with an apostrophe; why the *i* should follow, and not precede the *s* in *business*; why *queen* should begin with a capital in such a connection as "We were introduced to Queen Victoria," and not in such as "We were introduced to the queen;" etc., etc. If *fuchsia*, or *sibyl*, or some similar word occurs, explain its etymology, especially if the class is composed of more advanced pupils. Questions and explanations like these tend to fix the orthography of certain words, or of words under certain conditions, indelibly upon the mind, if they do not really for the first time call the scholar's attention to it.

When any of the class display inattention or a lack of proper study, and in consequence make a certain number of mistakes during the recitation, say three, or even more according to circumstances, an excellent penalty is to require them to copy *literatim et punctuatim* a page of foolscap at the close of the day from their Reader—*American Educational Monthly*.

Rugby School.

The Trustees of this School were occupied on the 20th ult., in the election of a successor to Dr. Temple as Head-Master. There were nine candidates, but the issue lay between Mr. Theodore Walrond, M. A., of Balliol College, Oxford, and the Revd. Henry Hayman, B. D., of St. John's College, Oxford, Head-Master of St. Andrew's College, Bradfield. The latter was chosen. Mr. Hayman was educated at Merchant Tailors' School, where he obtained the chief Greek verse prize in 1840, and chief Latin prose prize in 1841. In this year he was elected Probationary Fellow of St. John's College, Oxford, of which society he afterwards became full fellow. In 1845, he obtained a second class in classics and a second in mathematics under the old system. In 1854 he was appointed assistant preacher at the Temple Church. In 1855 he became Head-Master of Queen Elizabeth's Free Grammar School in St. Olave's, Southwark; in 1859 he was appointed Head-master of Cheltenham Grammar School; and in 1868 Head-Master of St. Andrew's College, Bradfield. He is the author of an edition of Homer's "Odyssey" (of which the first volume only has appeared), and of "Passages in Greek and Latin Composition."

The following is an abstract of the honours gained at the Universities by Rugbeians during the twelve years of Dr. Temple's Head-Mastership:—Fellowships—Oxford, 14; Cambridge, 8. Scholars, Classical or Mathematical—Oxford, 38; Cambridge, 39. Exhibitioners—Oxford, 14; Cambridge, 28. Scholars, Natural Science—Oxford, 4. University Scholars, Classics—Oxford, 1; Cambridge, 3. Ditto, Mathematics—Oxford, 2. Ditto, Science, Law, or Modern Languages—Oxford, 4. University Prizemen, Oxford, 7; Cambridge, 8. Chancellor's Medallists—Cambridge, 5. Ditto, for Law—Cambridge, 1. Wranglers—Cambridge, 12. First-Class, Classics—Cambridge, 10. First-Class Final Schools, Classics—Oxford, 14. Ditto, Mathematics—Oxford, 4. First-Class Law and Modern History—Oxford, 6. Ditto, Science—Oxford, 2. Ditto, Moderations, Classics—Oxford, 28. Ditto, Mathematics—Oxford, 6. Indian Civil