

raise hands, and ask to have words spelled or other information given, and another period after each one has had time to look at his corrected paper, when he may appeal to the teacher if he thinks it has been wrongly marked.

As for carelessness, you need not expect the corrections to be made quite as accurately as you would make them yourself, but a fair degree of accuracy may be acquired by practice. Make each child write the number of the mistakes he discovers at the foot of the paper he corrects, and sign his initials. After the marks have been taken, have all papers given to you. Look at some of them everytime, even if only two or three, and occasionally comment on them. This will be a check on careless writing or correcting. Also, the children should never know, beforehand, whether papers are to be corrected by the teacher or in class.

If papers are written in ink, have the correcting done in lead pencil, and make it a punishable offence for a corrector to have a pen in his hand; if the papers are in lead pencil, have a blue pencil used for correcting. This will lessen the opportunities of cheating.

The teacher will find her own work in correcting made somewhat lighter by the use of correcting signs. The table of printers' signs used for proof-correcting is suggestive and may be found in any large dictionary, but each teacher will probably want to invent some for herself. Some useful ones are: a double underline, used for nothing else, to mark a misspelled word, as, seperate; *T.* to mark a wrong tense; *Pro.*, a wrong pronoun, and so on. A complete list of these signs should be posted up in the school-room, and copied by each child. For younger children, the corrections must, of course, be written in full, but as they advance they should be led to depend more and more upon the signs and make their own amendments.

Corrections, however carefully made, are useless unless the children are forced to notice them, and the only way to ensure this is to have copies of the corrected exercises done instead of new work. The original exercises must always be handed in with the copy, and the copy should be marked. And it ought always to be possible for a higher mark to be obtained for a careful accurate copy than for the original.

Occasionally, a whole lesson should be devoted to giving back papers, when special drill should be given on recurring or common faults, *e. g.*, repetition; long and involved sentences; ambiguous pronouns. Select examples from the papers illustrating these or other errors, and get the children to criticise, and correct, if they can.

Read the best exercises to the class, giving the writer's names, and drawing attention to particular merits. It is well also to read a very poor attempt

aloud occasionally, but this should always remain anonymous. Do not make fun of anything the children write, unless it is absurd through gross carelessness.

Blackboard Drawings.

Did you ever put a drawing on the board while the children were in the room? Did you notice how keenly interested they were, and how eager to help? Last year I had several mischievous boys. I had noticed their interest in the drawings and proceeded to take advantage thereof. Instead of putting on all my own blackboard drawings, I gave them to the boys to put on. The results were surprising. With little or no aid from me, they put on excellent drawings. I had frequent new drawings on my blackboard. The boys gladly spent their recesses drawing, and frequently had a number of absorbed spectators. "Doesn't Jimmie draw well," they would ask me, and glad to have a chance to praise poor Jimmie, to whom arithmetic was a stumbling block, I answered truly, "Yes."

We put on the various drawings that come in my school magazine, but they were not enough. When we saw a picture in our readers or histories or even in our arithmetics, one that we liked, someone would put it on. Now my boys and girls are fourth and fifth grades, and most of the drawings were put on by my fourth grade children.

I have started a note book, and as I scan a magazine or a Sunday newspaper, I am on the lookout for sketches suitable for copying. If the paper is of no value I cut out such a sketch, and paste it in my notebook. Here I find a poppy border, which pleases me, and here are some little poppies to copy. I always choose drawings with clear outlines, as they are easiest to copy.—*Primary Education.*

The Civil Service Commission of Canada is having difficulty in meeting the demand for capable and efficient clerks for the various government offices. This is an opportunity for boys of fifteen years of age who have completed the eighth or any of the high school grades. The preliminary examinations admitting to the service are held once, sometimes twice, a year, in May and November, in the principal cities of the Dominion. Any teacher wishing for fuller particulars and examination papers may obtain them by applying to the Civil Service Commission, Ottawa.