EDUCATIONAL.

Ingenious Method of Drawing the Curiosity and Attention of Pupils.

Valuable Hints from Various Sources—Long Distance Teaching in Australia.

CURIOSITY.

"Curios ty is as much the parent of attention as attention is of memory. To teach one who has no curiosity to learn, is to sow a field without plowing it."—*Wantely.*

A Methodist minister, on being asked why that denomination indulged in such lively music, answered, that they didn't believe in letting the wicked world have all the good tunes. So it may be said of harnessing in that unconquerable attribute to human nature, that turned everything topsy-turvey in Edenic days, to help do the work of the school-room in reconstructing this same fallen humanity. It has the logic of the *similia similibus* theory for a foundation, and the favorable testimony of our best thinkers and teachers in the praise of it. Prepare the presentation of a new subject never so carefully, if it comes before the class as a set of affirmatives, they will accept it much in the spirit of the good deacon who slept all through the sermon because of his implicit confidence in the soundness of the preacher. Such an unquestioning acceptance of facts by a class is the death warrant of its interest and attention, and results as fatally to its enthusiasm as the calm sleep of a man freezing to death. Let the teacher put ingenuity to work, and devise some way in which a lesson can seem to contain some hidden thing that the children are to seek for, and if skillfully done, not much of a clue need be given before the class will be digging for it, under the sharp spur of curiosity, which, strange to say, has as much impelling force in boys as in girls, the popular heresy to the contrary notwithstanding.

A good principal once came into our school-room and gave a first lesson in decimal fractions. Taking a half-sheet of paper and a pair of scissors, he stood before the children and silently began cutting it into slips. Gradually the rustle of the school-room died away. Everybody wondered. As piece after piece of that mysterious paper fluttered down on the boys' desk in the front row, the wide-eyed children held their breath in suspense as to what it could all mean, and when he had gathered them all up again on a book-cover, making a restored whole out of the many parts, he held it up to a hundred watchful eyes in a room so quiet that the ticking of the clock alone broke the silence. Not much difficulty in holding the attention of the class after that. To borrow our text figure, curiosity had ploughed the field, and the seed would fall on good soil. Each of those ten pieces were cut into ten others, and these in turn into ten more tiny bits, with the same unpenetrable air of mystery. In the course explanations and his blackboard work followed, but the class had been led by curiosity alone to walk pleasantly into that bottomless sea of minute-small, without knowing that they were in the very Styx of waters, or ever finding it out afterward, for decimals were carried with a bound that year, and the transfers from the little papers to the convenient meter measure, which, though it could not be cut apart was yet never confusing, was easily made.

It is surprising how much of this way of arousing attention can be introduced into school-work, when once we seek in ourselves for a variety of ways to accomplish it. Individuality has here a glorious field. *Mrs. Lyd. D. Kellogg in Journal of Education.*

SCHOOLS IN AUSTRALIA.

Schools worked on the half time system are invariably over three miles distant from each other, but the distance varies from three to eight miles. The teacher in charge of two of these schools, in order to work them with convenience to himself, is forced to try to obtain other lodgings or a residence midways between his schools, and, should a residence be attached to one of his schools, his salary is decreased by the amount of rent, either six, eight or ten shillings per month. The teachers of full-time schools should place themselves in the position of teachers of half-time schools, and then grumble about having rent deducted from their salaries. If it be possible to obtain the required accommodation the unfortunate is forced to fall back upon the house provided by the Department, and every other day to perform a journey of from 8 to 14 miles, which, by-the-way, he is supposed to *foot*, as an allowance of horses is grant ed only to teachers of schools whose half time schools as are more than seven miles distant by road. In what other branch of the government service are the servants expected to walk from four to six miles before commencing their duties? How fresh and fit for work a person feels after performing his journey, either on a hot or wet day, especially when enlivened with the feeling that another such trudge is to follow the school duties.—*Australian School master.*

PUBLIC OPINION.

Never allow pupils to spell a word wrong; if they do not know it, train them to know that they do not know it.

The relation of friendly sympathizer and guide rather than arbitrary ruler and governor, sustained in most cases by the teacher to her pupils, has secured the success achieved.—*N. S. Bishop, Norwich, Ct.*

Text-books are essential a part of the appliances of the school-room as fuel and furniture, and in the nature of the case, there is no reason why *they* should not be classed in the same category, and paid for out of the same fund.—*Penn. School Journal.*

Fine school-houses are fine things, but fine school-houses are not fine schools. I have seen poor schools in good houses, and good schools in poor houses. Let us have both fine houses and good schools if we can, but if not both, good schools at all events.—*The Educational.*

The sarcastic remarks in which a teacher now and then indulges in addressing an offending pupil, very naturally provoke that "impudence" and "disrespectful deportment" which are given in the reports made to me as the two most common causes for the infliction of corporal punishment, by a few of the teachers for whom the words of the good book should read: *Teachers, as well as "Fathers, provoke not your children to wrath."—A. H. Phillips, Ph. D.*

Many prominent English physicians claim that there is an alarming increase of nervous diseases owing to overpressure in the schools. Rev. Edward Everett Hale, at the same time, urges the wisdom of keeping children in the schools only during one-half the year, suggesting that they be required to take a course of industrial education during the remainder of the year. The cause of education will certainly be benefited by these suggestions and criticisms from intelligent persons on the outside. Many measures have lately been undertaken to make the school-room attractive and to relieve the child of the feeling of oppresion while in the enforced suit of knowledge, and it is coming to be understood that a variety of employment is the best means of properly developing its latent faculties. "Over-pressure" occurs only when there is long application in a given direction. A child rarely needs rest; it needs change.

The public school teacher has a hard task. His patience is sorely tried. For that very reason it is all the more desirable that he should be restrained from inflicting corporal punishment on other people's children. It is said, and perhaps truly, that some boys can be governed only by force. In that case they are better out of the public schools. Their example is harmful to other scholars. The schools of this city bear practical testimony to the fact that whipping is not indispensable to good management and obedient, and well-disciplined pupils. We believe public sentiment is opposed to corporal punishment in the common schools, and that it ought to be abolished everywhere as a relic of barbarism repugnant to the intelligence of the age.—*N. Y. World.*

If there is one class of people in all the World that needs more sympathy than another, it is that class of children who have for a teacher a *chronic scold.* A man or woman whose milk of human kindness has curdled has no business in the school-room, indeed, will find few places where his services are needed. The weak teacher will in variably try to cover up his weakness by finding fault with others. *Mr. School Journal.*

The teacher should not talk too much, too much talking wearies the mind and destroys the attention. There should be frequent questions to awaken thought and allow the pupil to develop knowledge for himself. Such an exercise will do more to attract and hold the attention than the most eloquent discussion of the teacher. Anything that arouses mental activity and secure attention. *Dr. Edward Brooks, in Ed. Monthly.*

The favorite writing paper of the Princess of Wales is a blue-back paper, with a fac-simile of her signature or Christian name in gold or bronze as in the upper left hand corner of the sheet of the week in the same style as in the top line at the right. The Queen uses black-edged paper, with the address Wind or Castle, Balmoral, or Osborne on the top line in plain black and gold letters, and in the upper left hand corner "V. R." and the crown embossed in gold, black and gold.

Tennessee has now sixteen coal mines in successful operation. It is said that the Sewanee coal mine is the best ventilated mine in the State if not in the South. They have so many entrances connected with each other, that the atmosphere in them is not only delightful, but the temperature remains the same all the year round. Miners wear the same clothing in the mines during the Winter months that they wear in the Summer. Twelve hundred and thirty men are engaged in these and the South Pittsburgh mines, and 600 more miners would be employed if they were to be had.

The superintendent of the New York Women's Exchange for Home Work is an interesting account of the wages of women belonging to the association. Accounts of the ladies' and children's work run from $7 and from $18 to $20 a week. Milliners each from $6 to $18, dressmakers from $6 to $8. Housekeepers get from $20 to $100 per month. This includes board. Trained nurses earn $20 to $25 a month. Proof-readers make from $1.50 to $2.5, and copyists from $10 to $20 a week. Saleswomen earn $8 to $12 a week. Teachers of languages earn from 25 cents to $1 an hour. Telegraph operators get $40 to $50 a month.

"I have," says a well-known New York Professor, "taught the art of riding in Germany, where the unemotional Saxon has to practice every morning, but lacks the fearless dash and energy of the American girl. I have traveled and observed the English women as they appear when on horseback, seen the Andalusian maiden cantering over the campagna on their bushy tailed steeds, and watched the Dutch matrons as they paraded past on high-stepping chargers on the Bois de Boulogne, but for graceful position and perfect ease in the saddle I will place the American girl against them all."

Chatting with Gen. W. T. Sherman the other day, he said a few good hard things of new-paper men, though he admitted that there were exceptions. To illustrate how his kindness had been abused at times, he said: "When the dispatch came to me about the Custer massacre I called the new-paper boys all in together. Now, I says, there is the dispatch. I put you all on your honor to copy and return it to me. Then I gave it out two pages to this one, two pages to that one, so that I could all work at once. I turned my back, and while Jack Robinson the dispatch was gone. It never turned up, either, and it is in consequence of that I am in the place it ought to occupy in the official record."

The wild mustang in South America is like that spoken of in the New Testament in the branches of which the birds of the air may rest. Coming up out of the earth on slender, shapely limbs, four feet long, and many others in the Arctic regions, in Alaska, in the Rocky mountains, in the Sahara, in the Soudan, in the Nubian desert, in Arabia, in Persia, in Afghanistan, in Beloochistan, in Thibet, in Mongolia, in Siberia, in Manchooria, in Corea, in Japan, in China, in Burmah, in Siam, in Cochin China, in Cambodia, in Malacca, in Sumatra, in Java, in Borneo, in the Philippine Islands, in Australia, in Tasmania, in New Zealand, in Polynesia, in Micronesia, in Africa, in Europe, in Asia, in North America, in South America, in Central America, in Mexico, in the West Indies, in the Bermudas, in the Azores, in the Canaries, in the Cape de Verde Islands, in the Falkland Islands, in Terra del Fuego, in Patagonia, in Chili, in Peru, in Bolivia, in Ecuador, in Columbia, in Venezuela, in Guiana, in Brazil, in Paraguay, in Uruguay, in the Argentine Republic, in the Republic of Liberia, in the Republic of Hayti, in the Republic of San Domingo, in the Republic of Mexico, in the Republic of Central America, in the Republic of the United States of America, in the Republic of Canada, in the Republic of Switzerland, in the Republic of San Marino, in the Republic of Andorra, in the Republic of Monaco, in the Republic of Vatican City, in the Republic of Rome, in the Republic of Venice, in the Republic of Florence, in the Republic of Genoa, in the Republic of Naples, in the Republic of Sicily, in the Republic of Sardinia, in the Republic of Corsica, in the Republic of Malta, in the Republic of Gibraltar, in the Republic of Portugal, in the Republic of Spain, in the Republic of France, in the Republic of Belgium, in the Republic of Holland, in the Republic of Germany, in the Republic of Austria, in the Republic of Hungary, in the Republic of Bohemia, in the Republic of Poland, in the Republic of Russia, in the Republic of Finland, in the Republic of Sweden, in the Republic of Norway, in the Republic of Denmark, in the Republic of Iceland, in the Republic of Greenland, in the Republic of Labrador, in the Republic of Newfoundland, in the Republic of Nova Scotia, in the Republic of New Brunswick, in the Republic of Prince Edward Island, in the Republic of Anticosti, in the Republic of Magdalen Islands, in the Republic of Cape Breton, in the Republic of Quebec, in the Republic of Ontario, in the Republic of Manitoba, in the Republic of Assiniboia, in the Republic of Saskatchewan, in the Republic of Alberta, in the Republic of Athabasca, in the Republic of Mackenzie, in the Republic of Yukon, in the Republic of Keewatin, in the Republic of Ungava, in the Republic of Franklin, in the Republic of Parry Islands, in the Republic of Prince Patrick Island, in the Republic of Melville Island, in the Republic of Banks Island, in the Republic of Victoria Island, in the Republic of Prince Albert Land, in the Republic of Prince of Wales Land, in the Republic of Wollaston Land, in the Republic of Queen Victoria Land, in the Republic of Graham Moore Island, in the Republic of Baffin Land, in the Republic of Hudson's Bay, in the Republic of Davis Straits, in the Republic of Baffin's Bay, in the Republic of Lancaster Sound, in the Republic of Barrow's Straits, in the Republic of Wellington Channel, in the Republic of Jones Sound, in the Republic of Smith Sound, in the Republic of Kane Basin, in the Republic of Robeson Channel, in the Republic of Lincoln Sea, in the Republic of Grinnell Land, in the Republic of Grant Land, in the Republic of Nares Land, in the Republic of Greenland, in the Republic of Iceland, in the Republic of Jan Mayen Island, in the Republic of Spitzbergen, in the Republic of Nova Zembla, in the Republic of Waigatz Island, in the Republic of Vaigatz Island, in the Republic of Kolguev Island, in the Republic of Dolgoi Island, in the Republic of Kildin Island, in the Republic of Ainov Island, in the Republic of Kanin