

the more populous and more wealthy country. Is this impression on the part of our people well founded? The supporters of this magazine would do the country good service by turning their attention actively to this

important educational question, and report the results of their enquiry by writing to THE EDUCATIONAL MONTHLY. The whole country is vitally concerned in the truth or falsehood of this statement.

PROFESSIONAL HINTS AND CORRESPONDENCE.

ATTENTION.

EVERY intelligent teacher knows that any school work is utterly worthless without the attention of the pupil; and this is equally true of all grades and kinds of school, from kindergarten to university. But the troublesome question often is, how to secure this *sine qua non*? In truth, many teachers, without knowing it, do much to prevent attention; they are often inattentive themselves; they *fidget*, in their walk and in their ways; they *talk too much*, and their many words are too often spoken without reflection, the pupil learns not to attach much meaning or importance to what they say; they begin an exercise before they have secured attention, and they go forward with it when the attention has wandered. Probably there are very few teachers who are not sometimes at fault in some of these ways. It is a mistake to call often for attention, or to plead for it; and, with little children, the teacher should *never* ask for attention. The attention of little children is intense when they give it, but it is not under the control of the will; the skillful primary teacher will attract it in some demand it. It may sometimes be helpful to request the children to *look at you*; they can do that, and if they do it, they are more likely to attend, always, but will make no attempt to though it is not certain that they will do so.

We will venture a few suggestions that may be found helpful in securing attention:

Make no demand, issue no order, announce no lesson, till you have thought just what you are going to say; then say it in the most straightforward way, clearly, in the fewest words possible, and *say it but once*.

Begin no exercise till you have a good degree of attention; if the attention wavers, stop the work.

Be careful to have nothing to distract attention if it can be avoided.

With little children, never call for attention; seldom do so with pupils of any age. It is better to stand quietly, self-controlled, and look the pupil squarely in the face till attention secured.

Occasionally some pleasing exercises may be introduced to cultivate the attention. For instance, let the teacher or some pupil repeat a sentence or a quotation, and see who can repeat it exactly. Let the teacher whisper a little story in the ear of a pupil, let him whisper it to his neighbor, and he to the next one, and so on till the last returns it to the teacher. If the story has changed through someone's inattention, as it probably has, find out with whom the change occurred.

Probably, it is not wise to spend much time in special exercises to cultivate the attention of pupils; but the truth is, that everything said or done in the school will cultivate a habit of attention or its opposite.

DISCIPLINE HINTS.

Employment, that is not irksome, is one of the first requis-