

- d.* Check the beginnings of inattention ; a look, a gesture, a question, a silence may serve your purpose.
  - e.* Attract the attention of your pupils by a vivacious manner of teaching ;
  - f.* Make it necessary for pupils to look at you while teaching by sometimes substituting silent signals for audible commands ;
  - g.* General inattention is your own fault ; either you have not been teaching well or you have been following one course too long ; change your mode of conducting the class.
5. One good way of giving pupils something to do is to ask them pertinent questions, to which they must furnish careful answers :—
- a.* Do not unduly hasten answers ; give pupils enough time to prepare good answers ;
  - b.* Take care that every question and answer engages the attention of each pupil ;
  - c.* Ask every question to the whole class ; after a sufficient pause ask by silent signal for a simultaneous answer, or indicate the individual who is to reply ;
  - d.* Simultaneous answers may sometimes be silent answers, as when pupils express by gesture their acquiescence in or dissent from a statement ;
  - e.* Audible simultaneous answers must either be of great simplicity, or be in a form exactly committed to memory ;
  - f.* Simultaneous answers, especially if long, should begin together at a signal and proceed in measured recitative ;
  - g.* Individual answering should predominate at every lesson ;
  - h.* When called upon to do so every pupil should be ready to repeat and to criticize the answer of another ;
  - i.* In selecting pupils to reply to questions, do not follow an order that can be anticipated ;
  - j.* Try to ask every pupil at least one question ; do not ask particular pupils an excessive share of the questions ; but let no pupil suppose that he is at any moment of the lesson liable to no more questions ;
  - k.* As you draw your questioning to a close let all pupils who have not been questioned stand, and ask them recapitulatory questions or questions of special interest ;
  - l.* Sometimes permit pupils to question one another, or to question you. Knowledge of a lesson is better shown by good questioning than by good answering.
6. Exercises are valuable means of interesting pupils, and of restfully and profitably employing them :—