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THE ART OF QUESTIONING.

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(Continued from January No.)

WE come now to another important end of questioning, viz. :

2. *To fix Knowledge : Retention by Repetition.*—The law of retention is fundamental in all education ; it operates in acquiring any kind of manual dexterity, in forming labour-saving mental and physical habits, as well as in all the higher forms of psychical development. It is the foundation of the law of repetition which is so important in the primary stage of education, and so useful in all stages. For example : A child, in imitation of his teacher, tentatively produces an articulate sound ; the approximately correct utterance makes clearer the idea of the sound ; its repetition gives the power to make the sound at will ; on further repetition there results ability to produce the sound without effort, *i. e.*, without the conscious intervention of the will. This illustration is typical of what takes place in all forms of physical and mental growth ;

it shows how "doing" helps *knowing*, how "knowing" helps *doing*, how both aid retention, the process by which the material of instruction is wrought over into powers and capacities, tendencies and tastes.

*Mental Activity to be Repeated.*—The teacher should note that it is the mental activity in an act of apprehension that is to be repeated, rather than the "impression on the mind," which may be due to merely sensuous association, or rote learning. Even in what may be termed the mechanical stage of instruction, discipline is to be the aim, that is, there is to be suitable appeal to the opening intelligence. The law is, in brief, not impression and repetition of impression, but rather *self-activity and repetition of self-activity*. Self-activity is to be awakened and guided chiefly by the method of interrogation. The teacher makes a preparatory analysis of the subject ; he presents the results of this