

it the teacher ascertains how much the pupil retains of information previously given, and whether assigned lessons have been properly prepared. Such questioning should be searching, so that a superficial may not pass for thorough preparation, for which purpose stress should be laid on the more important points in the lesson rather than on those that are most obvious.

Fair, honest, and searching questioning will influence to a very great extent the preparation of assigned lessons. When the pupils know that they will be thoroughly tested and will receive credit for their diligence, they will have a strong motive for exertion; but if the test be imperfect or unsteady it holds out a chance of escape, and thus virtually encourages a low standard of preparation.

Such are the principal forms of questioning and their uses. The teacher has constant occasion, in almost every recitation, to use the three kinds in close conjunction with each other. Examination and instructive questioning, particularly, should be intimately connected. Thus, when a pupil fails to answer a question, or does not answer it correctly, the question should not be passed to another member of the class, as is so frequently done; but in the first case, the teacher should go back a step or two, and by judicious questioning lead the pupil to see the fact for himself, and in the second case the pupil should first be brought to see his mistake and then questioned so as to enable him to arrive at a correct conclusion.

The greatest pains should be taken in dealing with incorrect answers, as they show the pupil's deficiencies in, and misconceptions of the subject, or, in other words, they indicate clearly where he is weak, and should lead the teacher to make a proper diagnosis of the case, and apply the proper remedy.

How may the teacher attain pro-

ficiency in questioning? The most essential requisites are, I think, 1st, Adequate knowledge of the subject under consideration, which knowledge should embrace not only what the text-book contains on the subject, but such collateral matter as can be introduced for illustration and explanation. 2nd, A just appreciation of the capacity of the pupils. And 3rd, Experience as the result of practice.

I need scarcely say that not only extensive general scholarship, but also careful and thorough preparation of each day's work, is indispensably necessary to efficiency in conducting recitations.

Neither aptitude, experience in teaching, nor knowledge of system, can compensate for lack of preparation. The teacher should know the subject so as to be able to entirely dispense with the use of the text-book during recitation. Such being the case, he will be able to give his attention entirely to the class, and consequently conduct the exercise with much more vigour and animation; and, what is also of much importance, he will impress the pupils with that sense of his competence and ability which is necessary to ensure their confidence and respect.

Besides benefiting the pupils, such a system will improve the teacher's own mind, and he will be encouraged, as from time to time he teaches the same subject, at finding that he is able to do it better than ever before, and that instead of being wearied with repetition he becomes more and more enthusiastic on the subject.

The capacity of the class should be considered, so that the use of questions that are either too easy or too difficult may be avoided. The great design of proper questioning is to lead pupils to think clearly; therefore each question should require a distinct intellectual effort, and each answer should be the thoughtful