

PHILOSOPHY OF QUESTIONING.

I.—CLASSIFICATION.

1. Introductory, preliminary, or experimental question.
2. Exposition or questions of instruction.
3. Review, test, or examination questions.

II.—LAWS OF QUESTIONING.

1. Questions should be definite.
2. Questions should be logical.
3. Questions should be adapted.

III.—OBJECT OF QUESTIONING.

1. To increase the pupil's knowledge.
2. To develop originality.
3. To develop individuality.
4. To awaken thought.
5. To deepen impression of thought.
6. To promote progress.
7. To cultivate a love for study.
8. To develop mental power.

IV.—CAUTIONS.

1. Vary the questions.
2. Ask an easy question at first.
3. Do not suggest the first words of the answer.
4. Do not ridicule an answer.
5. Do not lean in slavish dependence upon the text-book.
6. Learn to teach without the text-book.
7. Let pupils question one another.
8. Challenge pupil's knowledge.
9. Do not let the question carry with it the answer.
10. Avoid set questions.
11. Avoid general questions.
12. Avoid direct questions.
13. Be critical but not hypercritical.

—*New York Teachers' Institute.*

HOW TO CONDUCT A RECITATION.

I.—DIRECTION.

1. A brief reproduction of the preceding lesson.
2. A brief review of the preceding lesson.
3. Rehearsal and critical examination of the daily lesson.
4. Recapitulation of the daily lesson.
5. Adequate preparation for the advanced lesson.

II.—CAUTIONS.

1. Teach one thing at a time.
2. Begin at the beginning.
3. Fix and hold the attention.
4. Cultivate exact, concise, and ready expression.
5. Comprehend the difference between "hearing a recitation," and teaching.

III.—RESULTS.

1. The development of the faculties.
2. The acquisition of knowledge.
3. The application to the uses of life.
4. The cultivation of self-reliance and self-possession.
5. Be thorough—not "how much," but "how well."

Employ that method which will best enable you to effect the desired results.

The learned Dr. Arnold, of Rugby, was once asked why he took such great care to prepare himself for each recitation. He replied that "he would rather his pupils would drink from a fresh and living fountain, than a dead and stagnant pool."—*New York Teachers' Institute.*

MOSES.—*Teacher*: Why did Moses' mother hide him among the reeds? *Pupil*: Because she didn't want to have him vaccinated.

COMPARISONS ARE ODIUS.—The correspondent who sends the following vouchers for its actual occurrence: *Teacher*: Compare the adjective *ill*. *Scholar* (after a little consideration): *Ill*, worse, dead!

THE DESCENDANTS OF HAM.—The question was, "What people are considered to be descended from Ham?" "Niggers," answered one boy about the middle of the class. "Right," said the master; "but the correct word is——?" "Kniggerbockers," shouted out the master's favourite at the foot of the class,