

where it was obtained. satiety may remove excessive desire.

If he be untruthful, assure him that the very next time he tells a falsehood, you will certainly "cut off his ears," or "take every particle of his skin off;" or promise him, conditionally, a cake or a cuffing, sugar or a shaking, a whip or a whipping; and then forget or disregard your promise: example has a potent influence.

If, in fine, he exhibits, as years increase, a want of high aspirations in life, and but a feeble consciousness of his duties to God and man, affectionately and impressively inform that you expect he will "come to the house of correction," or "the State prison," or "the gallows," and you will have done all you can to——— RUIN HIM.—*Massachusetts Teacher.*

Right Use of Questioning while Teaching.

Important as the preparation and arrangement of lessons are, the method of presenting them to the children is not less so, and requires equal care and study. Information may be nicely put together, the lesson may be well arranged, but more is needed to make it effective;—the manner in which the youthful mind is to be exercised upon it. In considering the science, character, and object of questioning, it is not my intention to enter into a critical disquisition on the various modes of systems of questioning; every teacher has in a great measure, a system of his own, adapting some method of his own peculiar views and circumstances: my object will be fully accomplished, if I confine my few observations exclusively to the above-named divisions. A blind adherence to any system of questioning, however good, cannot be productive of permanent benefit. There is no doubt that many of the systems at present used possess good points, and also many defects, and it should be the teacher's object to select those parts best adapted to his own capacities, and the circumstances of his school. The term Education is compounded of two Latin words, *e* "out of," and *duco*, "I lead or draw," and consequently should, in its intellectual signification, refer to some such process of drawing out some latent qualities, and extending and expanding them.

Now, if we connect to this the science of questioning, we shall see that the human mind is as it were a huge storehouse containing vast accumulations of ideas and facts, capable of being brought into operation by catechising, which may very ap-

propriately be considered as the key for unlocking this storehouse. It will at once be apparent that this subject affects most closely both the school and the teacher. Its ramifications extend into every branch, both religious and secular; and on the use or abuse of this invaluable element of instruction, the success of the school, and the reputation of the teacher depends. It appeals to the mind and brings into exercise the reflecting faculties, testing the capacities of children, and supplying their wants. This is pre-eminently the teacher's vocation, not to state facts to passive minds, but by questioning and explanation to allure the mind of each scholar to unfold itself and display its hidden powers. The plan which Dr. Arnold adopted explains the science of questioning so clearly, and is so admirable in its character, that it is worthy of being carried out by every one engaged in the education of the young. "His method was founded on the principle of awakening the intellect of every individual boy. Hence arose his practice of teaching by questioning."

His explanations were as short as possible, as much as would dispose of the difficulty, and no more; and his questions were of a kind at once to call the attention of the boys to the real point of every subject, to disclose to them the exact bounds of their knowledge, and their ignorance, and to cultivate in them a habit, not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. You come here, not to read, but to learn *how* to read, and thus, the greater part of his in-