

which developed into the early French *ballade*. The early French and Norman romancers wrote long poems and tales in the eight-syllable iambic metre of the Ambrosian Hymns. Thence this metre passed to England with the Anglo-Norman Romance poetry, to be used in a modern form, first by Chaucer, to be degraded by the Hudibrastic writers, and to be glorified by Scott, Byron, and Words-

worth, with a long course before it in the future of our literature. The (so-called) heroic metre, an iambic line of ten syllables instead of eight, was introduced by Chaucer. In the hands of Dryden and Pope it became the special vehicle for satire. A few words remain to be said on some of the more specialized forms of modern metre, and on the rise and varieties of English blank verse.

(To be continued.)

QUESTIONING AND ANSWERING.

BY W. R. MILLER, PRINCIPAL OF THE MODEL SCHOOL, GODERICH.

IN dealing with the subject of Questioning and Answering, I propose to briefly discuss, 1st, The importance of a proper system of questioning, and how proficiency may be attained; 2nd, To offer some general observations on what I consider to be proper and what to be improper styles of questioning and answering. I look upon questioning as the most important part of the teacher's work, since to this all other parts converge, or from it diverge, and failure here, necessarily, very materially affects his success as a teacher.

To rightly estimate the importance of the art of questioning it is only necessary to consider the different purposes which it serves. What is commonly called Tentative or Preliminary questioning has for its objects, 1st, To discover the extent of the knowledge possessed by the pupil in reference to the subject about to be taught, so that the teacher may adapt his instruction to the child's wants, and avoid wasting time by attempting to teach what the pupils already know; 2nd, That the teacher may utilize the information already acquired as a founda-

tion on which to build additional knowledge.

By a brief series of searching questions the teacher is able to fix the limit between the *known* and *unknown*, and to put the class in a condition to receive and master the knowledge he has in store for them.

The most important objects of questioning are the development and cultivation of the intellectual faculties. These objects are attained principally by what is called Socratic or instructive questioning, which leads the pupil to discover truth for himself. This system carries the pupil along a succession of steps by which he is brought to see the facts we wish him to learn. The principle on which the system is based is that it is what the child does for himself, not what is done for him, that really educates him, and therefore the teacher should not tell a pupil what he can guide him to discover for himself. An important advantage of this system is that knowledge so gained is much more likely to be retained than that acquired in any other way.

The object of examination questioning is to test acquired knowledge. By