

24. What is the *explanatory* method of teaching?
25. What is the *exhibitory* method of teaching?
26. What peculiarities does each of these offer?
27. How should the subjects be arranged?
28. What are the advantages obtained by proceeding from the *known* to the *unknown*,—from the *simple* to the *compound*?
29. What are the qualifications requisite to become a successful expositor?
30. What is the best method of questioning?
31. How should children be taught to remember *things*, and how should they be taught to remember *words*?

IV.

32. What does the *individual* system of instruction consist in?
33. What does the *simultaneous* system of instruction consist in?
34. What does the *mutual* system of instruction consist in?
35. What are the advantages and defects of each system?
36. What are the essential characteristics of a good system?
37. What system is the most advantageous for the greatest number of schools?
38. What method may be adopted in teaching children the alphabet?
39. What method should be adopted to teach spelling?
40. What method should be followed to teach calligraphy?
41. How should children be taught the elements of orthography?
42. According to what method can grammar and arithmetic be taught?
43. What importance do you attach to mental arithmetic?
44. In teaching geography and history should it be your aim to exercise the memory or the intellect of pupils?
45. What are *object lessons*, and to what subjects may these lessons extend?
46. How should a teacher impart instruction about common things?

V.

47. What should the object of all rewards and punishments be?
48. In what manner should a teacher have recourse to rewards and punishments?
49. What do you understand by *positive* punishment and *natural* punishment?