4. To prove the teacher's work.

8. Let us lay down a few practical rules concerning questioning.

1. Acquire a full and clearly defined knowledge of the subject.

2. Ascertain the condition and needs of your scholars.

3. Analyze the subject, and prepare a comprehensive and natural outline.

4. Adhere to this general plan while you make the questioning between yourself and pupils as much as possible like a free and informal conversation.

5. Tell but little in your questions that there may be room for more telling in the answers.

6. Talk but little between your questions, that there may be more time for questions by your pupils.

7. Tax the memory, judgment, invention, and conscience of the pupils in your questions.

8. Take pains to hold the attention of all the pupils to every question proposed.

9. Avoid frivolous, useless, and unanswerable questions.

10. Avoid obscurity in the language and style of your questions.

11. Avoid monotony in voice and manner.

12. Avoid ridicule, sarcasm, and all uncomfortable criticisms in your questions.

9. Let us lay down a few practical rules concerning answers.

1. The answer should come from some member of the class.

2. The answer should be direct and definite, and the whole class should understand what it is.

3. The answer should, whenever possible, be given in the pupil's own language.

4. The answer should contain as few unnecessary words as possible.

5. The answer should restate so much of the question as to make the answer a complete statement of a fact or proposition.

6. Allow no guessing at answers.

7. Allow pupils time to think before giving answers.

8. Allow the timid and dull pupils special time and favor.

9. Correct defective answers by a series of helpful questions.

10. Commend correct answers occasionally, but not invariably.

11. Don't repeat the answers given by your pupils.

—DR. VINCENT.

## TEACHERS' DESK.

J. C. GLASHAN, ESQ., EDITOR.

Contributors to the "Desk" will oblige by observing the following rules:

1. To send questions for insertion on separate sheets from those containing answers to questions already proposed.

2 To write on one side of the paper.

3. To write their names on every sheet.

### ANSWERS TO CORRESPONDENTS.

WM. BEATTIE, Norham. There is no other text-book on Geography, authorized.

O. M. O'REILLY, Munster. See Problem 223, page 268 of Sangster's Algebra.

### ANSWERS.

(110.) Rider to Prolem 8, Paper XVI., page 284, Advanced Arithmetic.

Mr. McMurchy solution is in effect,—Time = { £34 14s. 3 3-7th d. ÷ (.04½ × £567 ÷ 1.04½) } years. Is it correct?

E. ROWLAND, Strathroy.

The problem is simply,—The maker of a note for £567 received therefor $532 2-7th, and he found he was thus paying simple interest for the time the note had to run at 4½ per cent. per annum; how long had the note to run?

He paid £34 5-7ths for the use of £532 2-7ths. But he would have had to pay .045 of £532 2-7ths or £29 $\frac{197}{700}$ for the use of £532 2-7ths for one year, hence, time = (£34 5-7ths − 29 $\frac{197}{700}$) years = 1 year 164 days.

### QUESTIONS FOR SOLUTION.

121. A person held a hoop up in the same plane