

school-room and playground, than by a slavish adherence to text-books and the memorizing of an indefinite number of definitions and rules.

Unless in the case of definitions, answers should not be required in the words of the book, as by such a method the pupil may easily substitute memory for understanding in preparing and rehearsing his lessons.

Elliptical questioning may be used in the case of young pupils whose vocabulary is limited, but should not be used any longer than is necessary on that account.

Simultaneous answering may be used to encourage the weak and timid—to give animation to a class when the interest begins to flag, or in a hurried recapitulation, at the close of the different points taught in the lesson, but otherwise it should not be used, as it is apt to destroy independence in the pupil by taking away his individuality. It also offers a very strong temptation to indolence, as the deficiencies of a pupil cannot by such answering be made apparent to his teacher and classmates.

I need hardly say that questions should not be given to the members of the class in regular rotation, or to individual members of the class. Each question should be given to the whole class, so that every individual will require to make the intellectual effort necessary to the preparation of the answer, and, after a slight pause, some member of the class should be called upon to answer without any previous intimation as to who such person will be.

Questions should be properly distributed, so that no member may feel slighted or neglected, and the attention of careless pupils may be obtained by frequently calling upon them to answer.

Answers should indicate thoughtfulness, and be given in such a manner as to admit of their being distinctly

heard by every member of the class; if not so given, the answer should be repeated by the pupil—not by the teacher. The manner of dealing with incorrect answers, as already indicated, refers only to instructive questioning. In reviews, of course, the pupils should receive credit for correct answers only, but the mistakes should be noted and corrected at the close of the review.

In conducting a recitation, the teacher's manner should be lively, animated and encouraging. No pupil should be ridiculed on account of deficiencies; and judicious praise should be given when deserved. I am afraid that we, as teachers, are apt to use censure too lavishly and praise too sparingly.

"Timothy Titcomb," in his "Lessons in Life," very aptly says: "The desire for approbation is as legitimate as the desire for food. I do not suppose it should be much used as a motive for action, perhaps it should never be; but when a person, from a good motive, does a good action, he deserves the approval of the hearts that love him, and he receives their expressions of praise with grateful pleasure. Nay, if these expressions of approval are denied him, he feels in a certain sense wronged. He feels that justice has not been done him, and that there is something due him that has not been paid. When a pupil takes pains to do well, he feels himself paid for every endeavour by praise, and the most unsophisticated child knows when praise is justly due."

The least defective form I propose noticing is the "drawing-out process," which consists in asking what the lawyers call *leading questions*.

It is so well described by Page, in his "Theory and Practice of Teaching," that I cannot refrain from giving his words.

An arithmetic class is called up, and the following dialogue takes place:—