

credit they did not deserve. (2) The teacher calls on some pupil who takes a certain position, and is then catechized on some topic of the lesson until the teacher being satisfied calls on the other. Though excellent in many particulars the plan does not sufficiently distribute the work. (3) The teacher gives no questions, but calls on one to state the subject, another to begin the recitation, a third to continue, &c. This plan prevents the class from receiving any assistance from the teacher during the recitation. It answers a good purpose in reviews. (4) A pupil is selected and the others in turn question him; as soon as he cannot answer the question proposed, the proposer of it takes the stand. Although this calls all minds into activity, yet it is objectionable because of the tendency to ask unimportant questions or those asked before. Geography is probably the only subject in which this plan can be applied profitably.

Other methods than these mentioned and several modifications might be taken up, but these must do for the present. Whatever be the method adopted, it should bring into exercise all the powers of the pupil's mind, and prevent all probability of escape during the recitation. We ought not to be satisfied with obtaining correct answers from one pupil, nor even from the whole class. It will often be necessary to repeat the question to some one who has appeared to be inattentive. If a pupil has missed a question it is well to require him to answer it

after another has done so; else he will be inclined to give no attention to the answer, but the questions should not be repeated to him two or three times because of the tendency to inattention.

It may be well to remember the following rules for questioning:—

I. Study beforehand the form of question with special reference to the purpose.

II. Questions must be to the point; clear, concise, in the natural order and in language easily understood.

III. Do not use in the question the words of the answer.

IV. Do not propose ambiguous questions.

V. Do not indicate the answer by emphasis, inflection, expression of countenance, or other means.

VI. Do not question in a set form or in the words of a book. Avoid questions usually contained in text-books.

VII. A question should not be repeated unless some peculiar circumstances require it.

VIII. Questions should not be general unless we wish a pupil to tell all he knows on a subject.

IX. Questions requiring merely "Yes" or "No" should not be given.

X. Questions pupils cannot reasonably be expected to answer, should not be given.

XI. Avoid questions such as "Geography is what?"

XII. Questions should be adapted to the age, capacity, and attainments of the pupil.