

- (4) By open assistance, or preventing the pupil by untimely assistance.

MODE OF PROPOSING QUESTIONS.

Questions are divided according to the method of proposing them and receiving answers thereto, into *Simultaneous or Concert, Individual or Consecutive, Class or Promiscuous*, including the *Silent method*.

In the *simultaneous* method the class is addressed as a whole, and all are expected to answer. Although this method awakens an interest in class and school, aids the timid to overcome their diffidence, secures uniformity and cultivates the voice, and makes the school *show off* to advantage, yet it does not secure the working of each pupil. Some pupils through indolence or ignorance, will not answer at all, others will catch up the answer suggested by their neighbors and thus appear to be doing very well. The whole affair is only a *show*. Pupils thus trained are not trained at all, and when individually asked the same questions they fail miserably. By this method answers are purely mechanical, generally consisting of single words. If the question requires thought, the answers will be shaped in so many ways as there are persons attempting to answer it, and what a jargon ensues.

In the *Individual or Consecutive method* the class is so arranged, that the exercises uniformly begin at a given place in the class and pass in order from head to foot. If reliance can be placed on the attention of all, serious objection cannot be taken to this method. The youthful mind, however, is too volatile to allow of such dependence being placed upon it—during inactivity the attention will wander. This may be prevented to some extent by requiring the inattentive one to repeat the last question or last answer given. If he cannot proceed some imposition is laid on him. I think, however, that the imposition should be laid on the teacher and not on the pupil—the

former should adopt such means as may avoid the probability of the latter falling from grace. While this method has many excellencies, it has more faults than counterbalance its good qualities. Generally, pupils do not prepare the lesson until they ascertain the part of the work likely to fall to their share. They set at work vigorously to prepare this, while all the other part is omitted, and as soon as his part of the recitation is over each pupil feels no further responsibility, and in larger classes there is a probability some pupils may be slighted altogether.

The *Class or Promiscuous method*, including the *Silent method*, consists as its name implies in asking questions to any member of the class, irrespective of time, place or order. No pupil knows how much he will be required to recite, therefore, he is compelled to get the whole lesson; he is liable to be called upon to recite at any moment, hence he must be attentive; and as he may be required to finish the statement partly made by another, he must keep in mind the connection. By this method a maximum of work is secured in a minimum of time. There are various ways of proceeding by this method. (1) The teacher proposes the question, and all who are prepared to answer raise the hand or stand up. Some one is requested to state his answer. All who agree with him lower the hand or sit down, the others retain their position, the answer is taken from one of these, &c. It must not be taken for granted that all who do not intimate their readiness to answer, are ignorant of the true answer. There are some modest conscientious pupils who think they can answer, but are afraid to make the attempt, lest they should fail; on the contrary, bold, confident pupils, come to a conclusion without giving any thought to the work and perchance they are wrong, but when the correct answer is given they suddenly remember it and act accordingly, thus gaining