Lastly, "examination" questioning is designed to test acquired knowledge. It simply finds out the results of the pupil's study. It should be searching, so that superficial may not pass itself off for thorough, preparation. It should not forget its own design and become suggestive, giving a clue to the answers, instead of leaving pupils to show distinctly the character of their preparation.

The essential features of the different kinds of questioning have been mentioned. Certain faults of structure in single questions, incident to all kinds alike, remain to be noticed.

(1) Questions should not be ambiguous or indefinite ; that is, susceptible of more than one answer. Vague questioning gives the thoughtless and forward pupils the entire advantage over the thoughtful and modest, who are perplexed by not seeing the mark at which to aim their answers, and who are too honest to answer at random.

(2) Avoid leading or pumping questions : that is, questions which embody their own answers. They most commonly occur along with, and as a sort of reaction against, the indefinite questioning just referred to. They run about like this : Abraham was a —— ? Ans. Shepherd. Wrong ; he was a patri —— ? Ans. Patriarch. These two kinds of questioning between them deprave the mental habits of a class.

(3) Questions which can be answered by "yes" or "no" are, as a rule, objectionable. In every case of this mode of questioning, the pupil's chance of being right is equal to that of being wrong, and, if he is wrong, his next neighbor will profit unjustly by his venture.

Toronto

What Is a Good Illustration ?

By Principal William Scott, B.A.

Illustrations are the simplest and most efficient means of overcoming difficulties of apprehension. They stimulate active interest, and arouse curiosity in things otherwise dry and unattractive. Good illustrations must possess the following characteristics :

Illustrations, presented in words, must refer to such things as are now familiar and well known. In many cases it would be useless to refer city pupils to things known only to rural pupils, and *vice versa*. Our Saviour drew His illustrations from the lives and occupations of those whom he taught. The first great requisite of an illustration is, therefore, that it should be sufficiently well within the pupil's knowledge and experience as to be readily conceived and clearly apprehended.

2. Illustrations must not be too elaborate. Too many details obscure the essential point, and there is danger in the thing illustrated sinking out of sight and being lost in the illustration. Hence, the simpler and more natural the illustrations are, the better they will serve the purpose.

3. When the curiosity of the child is effectively aroused and his interest awakened, the main difficulty of teaching him is removed. This can often be done by the illustration, when the truth or lesson itself has no immediate attraction for him. Hence, good illustrations should add to the pleasantness of the lesson and by suggestiveness, rather than exhaustive elaboration, lead the pupil to put forth effort ; for it is well known that children like to work when the conditions for doing work of any kind are favorable. Good illustrations must leave the pupil to think for himself, and what the teacher sees and thinks must be almost completely subordinated to what the pupil can be made to see and think.

4. If the illustration is a drawing or picture, it should, in general, be prepared in presence of the class. The pupils see things growing ; they believe in it ; they understand it. Hence, blackboard illustrations are more effective as they are rapid, rough, and incidental.

5. If an object is shown, it should be pertinent to the question under discussion, and not tend by the prominence of its other qualities to divert attention from the particular subject to be taught. Thus, one who wishes to teach a certain shape and uses a very bright and attractive colored object for this purpose, diverts the attention from the form to the color, and thus defeats his purpose.

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