

citement from the "story." This sort of spurious attention is to be seen even in advanced classes. Students of chemistry, for example, sometimes miss the main points of a lesson in chemistry through the brilliancy of the experiments. It is possible to talk interestingly to a class without either conveying much information or developing much power—just as A. Ward, the American humourist, interested many an intelligent audience by his lecture, "The Babes in the Wood," while giving but little information about the "Babes."

*Sense of Proportion.*—In the right use of drill, therefore, the teacher should arrange his questions so as to have and to give due sense of proportion, *i.e.*, so as to repeat the main principles, leading thoughts rather than subordinate details. By the majority of teachers this important point is lost sight of. In questioning they make no distinction between the important and the unimportant, between trivial points and prominent facts and their relations. Lessons in reading, geography, history, are treated as if their value depended upon the number of questions that can be asked upon them. The child is questioned and re-questioned and cross questioned, drilled and re-drilled to the very extreme of tediousness, sometimes on a lesson that is of little value as a whole, and sometimes on the equally unimportant details of a lesson in itself of value. Take the following interesting lesson:—"The rat sat on a mat, the cat ran to the mat, the rat ran into the box." What are we to think of the model lesson that gives twenty-five or thirty questions on such stuff? Or, of the mental condition of the "six years darling of a pygmy size" that is ruthlessly submitted to such an ordeal? What are we to think of a model lesson that gives three and a half pages of questions on seven and a half lines

of an ordinary reading lesson? Suppose a child were to be subjected to such a "drill" on every fairy tale he reads, or every interesting story or biography, how long before fairy tale and story would become an utter abomination to him? Consider how a history lesson is ordinarily given; note the infinitude of questions asked upon it, in utter disregard of the due proportion between the essential and the non-essential. The inevitable result is that interest dies out, attention flags, and instead of assimilated knowledge and strengthened faculty, there is left a medley of vague notions and disconnected facts, whose only end is to be speedily forgotten, or to be reproduced in preposterous answers to (perhaps) equally preposterous examination questions. By such excessive drill the teacher makes himself a mere machine, and turns out mechanisms after his own likeness.

3. *To extend or enlarge knowledge.*—By questioning, vague ideas may be made definite, misapprehensions removed, and new knowledge imparted. It is a common maxim that nothing is to be told the learner that he is able to make out for himself. What he acquires by the exercise of his own powers, will remain with him in more enlarged or more accurate knowledge, or at least in increased power of apperception. Of course "telling," "explanation," and "clear exposition," are often needed. For, while it may be true that it is not so much what goes into a boy as what comes out of him that educates, it is equally true that nothing can be got out of him unless something is first put into him. It is almost a commonplace that "telling is not teaching." The truth of this depends on the mental attitude of the taught, and this again, depends chiefly on the kind of telling and the spirit and ability of the teller.

*Telling; Questioning.*—Telling the