

red the hatred of these bad men, he fanned the accursed flame by relating the divine forecasts of his future superiority over them.

Jacob's now consecrated and chastened life did not save him from the error of many a Christian parent. His justifiable preference for the noble, pure-minded, affectionate son of his lost Rachel was marked by an invidious distinction in the gift of a sheik's robe of office. This brought to a head the hatred and jealousy which found vent in the unspeakably shameful treatment related in the next lesson.

HOME LIFE.

Secular.
Consecrated.

LAWLESS LIFE.

Vicious.
Vengeful.

LOVING LIFE.

Losing self.
Saving others.

NORMAL DRILL.

based on the text-book, *The Sabbath School Teacher's Handbook, or, The Principle and Practice of teaching, with special reference to the Sabbath School,* prepared by Principal Kirkland of the Toronto Normal School.

TELLING AND QUESTIONING. (CHAPTER VII).

II. Qualifications of the Questioner.

1. A thorough knowledge of the subject.
2. Power to think logically and clearly.
3. A knowledge of good models of the art of questioning.
4. Practice in the actual effort of questioning.

III. Tests of a Good Question.

1. The language of the question should be simple and familiar to the scholar.
2. The question should be definite and free from all ambiguity.
3. " " " " suited to the capacity of the scholar.
4. " " " " asked in the fewest possible words.
5. " " " " easy at first and gradually increase in difficulty.
6. " " " " in proportion to the importance of the subject.
7. " " " " admit of a definite answer.
8. " " " " should be given in such an order as to form a systematic and progressive development of the subject.
9. A good question must have the element of the unexpected in it. It should surprise the mind with some fresh and novel view of the subject.
10. Questions should be (1) On the words of the lesson, (2) To exercise the understanding, (3) To develop spiritual truths.