

following these, when the scholars have been encouraged by their ability to answer them, with more difficult ones, leading the scholars on from the things that they know to the things that he wishes them to learn.

3. *To reveal the needs of the pupil.* It is a commonplace, in all education, that the teacher must know the scholar as well as the subject to be taught. And there is, perhaps, no way in which the teacher can learn more about the mental and spiritual make-up of his scholars than by carefully observing and studying their answers to his questions. In this way he will find out the limitations of their knowledge, the peculiarities of their disposition, the elements of strength and weakness in their character, and will then be able to adapt his teaching with greater precision.

4. *To stimulate thought.* It should never be forgotten by the teacher, that it is far more important to lead the scholars to think things out for themselves than to give them certain pieces of information which he happens to possess. His constant aim, therefore, should be to frame such questions as will stimulate thought on the part of the scholars. The reason why questions calling only for a yes or no answer are almost useless, is that

they do not require the scholars to think in order to answer them.

5. *To awaken the conscience.* Sometimes the teacher should ask questions which will probe the consciences of the scholars to the quick. Jesus, the great example of all teachers, often put such questions. For example, after he had told the parable of the Wicked Husbandmen, after describing the ill-treatment and murder of the owner's servants and the plot to kill the son, he rounded on his hearers with the question: "When the lord therefore of the vineyard cometh, what will he do unto these husbandmen?"

6. *To impress knowledge.* One of the best ways of fixing more firmly in the minds of the scholars what they have learned is to ask questions about it. The very act of recalling the knowledge and putting it in the words of an answer deepens the impression.

To become a skilful questioner should be an ambition of every teacher. And he will know that the goal of success has been reached when his scholars begin to ask questions, in their turn, of him. There will be no lack of interest in the class when the teaching hour is filled with a brisk crossfire of questions and answers between teacher and scholars.

THAT CLASS OF BOYS

By W. Randolph Burgess

V. HOW TO MAKE THEM GOOD CHURCH MEMBERS

All the suggestions we have been giving in this series of articles for winning the boy to Christ, helping him socially, etc., if they are effectively carried out, ought to count in making the boys good church members. But there is another element in the problem. Church membership involves definite loyalty to a particular institution, genuineness of profession, as well as excellence of character.

There are two kinds of church members, the *we* members and the *they* members. The first class say: "We have a fine church. This year *we* are trying to do thus and so. It will be hard sledding, but *we* are going to do it." Members of the second class say,

"No, I have not been to church much lately. *They* don't pay much attention to me, and I don't like the way *they* run the church." How can we make our boys all *we* members?

In the first place, our own attitude as teachers and leaders makes a great deal of difference. Do we talk of the church in tones of true loyalty? Has the cause of the church such a place in our hearts that our idea of the church cannot help leaking over into a lesson or conversation once in a while? It is a fine thing if our interest can find expression now and then in a whole lesson or a series of lessons on what the church stands for.

Then there is the matter of church attend