

teacher in reading has failed to translate from the declarative into the interrogative. If Dr. Somebody writes tersely, "A sin that is born of your own will is tenfold more dangerous to you than your own sin that is born of your neighbor's will," Johnny will not get the point unless the teacher transforms it somewhat thus: "If you are out in the country all alone, Johnny, jump over a fence, steal a pocketful of apples, is that a sin just as much as if some other boy should be along and persuade you to do it? Yes? Well, now, which sin is the more dangerous to you?"

So important does this seem to me that I always carry pencil and paper to the perusal of my lesson helps, and write out, as a point pleases me, the form in which I wish to bring it up in the class, ranging these questions under the numbers of the verses to which they apply.

The teacher who does not write his questions, or do the equivalent of that work, is as sure to be defeated as the general who fights without a plan of campaign.

Should those questions be read in the class? Not unless your ideal of teaching is the company drill, instead of the conversation.

It is well, however, to ask the scholars to write out questions for you on verses assigned, and read these questions before the class. The teacher's work is grandly accomplished when he has induced the scholar to ask his own questions, and work out his own answers.

I often find that a general call for questions on some apparently exhausted topic brings the richest results of the half-hour.

Few verses are completely treated without Lyman Beecher's "snappe,"—the appeal to experience. The question, "Is it I?" must be raised, no matter by how direct urgings, in every heart. That question is truth's barb.

There is a questioning face and attitude, indicative of a real and personal interest in the thing considered, without which a question will always fall dead, and deservedly.

Nor, on the contrary, will a live manner avail to foist upon the attention of a class a dead question. And a question is "dead" to your scholar which does not touch his own world of interest at some point, no matter how close connection it may have with your life and experience.

The questions on the lesson leaves make a

good aid in study, but do most pitifully convict a teacher of unfaithfulness if he use them in teaching.

Most genuine of all questions, and most likely to be helpful, are the doubts, perplexities, and difficulties which attend a thoughtful teacher's first careful reading of the text itself. Then is the time when the cream of that lesson should rise.

Leading questions are always better than harangue, and are not to be despised, on a pinch. See what use Socrates made of them! And, by the way, modern teachers could learn much as to methods from the dialogues of that old pagan.

By all means we must learn to link our questions, naturally developing one from the other. Read a page of miscellaneous proverbs and you will carry away from it the same bewildered brain much Sunday-school sharpshooting produces. Use the solid phalanx.

Infinite harm is done our teacher by "questioning down." Do you know how tiresome it is to talk to a man up in a third-story window, you in the street? Our "level-best" teaching must be on a level.

The novice at questioning, when first he becomes well satisfied with himself in this line, will probably be making his chief mistake—will have hit upon an interrogative phraseology in which his thoughts run easily, which he uses incessantly. The artful questioner will rack his brains to the utmost stretch of ingenuity to devise striking and novel ways of quizzing, to hold the restless young minds.

Of course, no skilled questioner will take the class in order. Of course, he will name the person who is to answer, at the end, and not at the beginning, of his question. Of course, he will understand the use of long and attention-holding questions, interspersed with short, quick, attention-exciting questions. Of course, he will be ready with a varying form of the question if he has to repeat it, lest the class fail to listen the second time. Of course, he will train himself to become ready with a "catch" question,—a question with a quirk in it, to punish mildly the inattentive. Of course, he will know when the class needs unifying by the general question addressed to all, and when the subject needs unifying by the general question reviewing all. And, of course, he will have learned that the best