

It has been studied and developed in nearly every respect, and there seems to us to be no reason why it should not be practised by professors in colleges as well as teachers in public schools. In one sense students are merely overgrown school-boys; they differ in that the mental powers of the former are more highly developed and consequently a higher form of teaching is demanded of their teachers. This fact has long been recognized and emphasized by our Principal, and our Professor of Exegesis has lately changed his methods and has adopted "the questioning" or Socratic method with very good effect. In all departments of work in this college the right of the student to question the professor—provided that the question is relevant to the subject under discussion—is recognized.

For the students this method of lecturing is attended by the best results. We cannot say as to whether it involves greater or less labor on the part of the professors. Be that as it may, they must feel a certain satisfaction in knowing that the students are assimilating what is being given them. While, on the whole, less actual ground is gone over, time is saved. Formerly the professor might hammer away for an hour at a subject upon which the students already possessed tolerably accurate knowledge; but when the professor is teaching instead of lecturing by asking very few

questions he is able to test the knowledge of his class.

Quality, rather than quantity of knowledge is desirable. The spirit of the age is critical, and we come to college for the purpose of developing our critical faculties as well as for the amassing of knowledge. Nothing so "sharpens the wits" of the student as questioning and being questioned—especially the latter. It is one thing having the mind filled to the brim with facts, to sit down and calmly set them in order so that, when a list of questions is presented, they may be spilled out upon the paper; it is another thing to stand a rapid and searching fire of questions from the professor, to which concise, brief, pointed, spontaneous answers are expected. The latter is best fitted to prepare students for what they will frequently meet when they leave college to engage in the actual work of the ministry.

It's true that it is impossible to get water out of a bottle until some has been put in, and so some imagine that it is little better than useless for the professor to question the student upon some subject which to the latter has hitherto been a *terra incognita*. But this is not so. Students, as a rule usually have some scraps of information upon nearly every subject that comes up for discussion. We remember having recently heard our Professor of Exegesis remark that by questioning he had drawn from the class