

The Teacher's Monthly.

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TO THE TEACHERS.

The "HOME STUDY QUARTERLY" has been sent to your school this quarter. It is the *Senior and Intermediate* Quarterlies combined. A word is due as to causes and reasons.

The arrangement for preparation of the Lesson Helps having fallen through, owing to the one who had undertaken it writing that he was unable to continue and must ask to be relieved, the whole matter of preparing the Helps for *Senior and Intermediate Quarterlies* and *TEACHER'S MONTHLY* had to be provided for at short notice.

A number of ministers, on request, kindly took a lesson each, one generously taking three.

As much of the truth taught in the *Senior and Intermediate Quarterlies* was necessarily the same, it was thought that if the matter could be increased by a little, so as to include what was common to both, as well as what was special to each, there would be gain for all concerned.

The scholars would get more help. Junior scholars need all the great truths taught in the lessons and can understand them if presented in simple every day language. Then older scholars, even men and women, enjoy truths all the more when presented free from technical language and in a style that the younger can understand. Both Seniors and Intermediates lose some things when the lessons are separated that both would be the better of; and if the two can be combined in right measure, both will profit.

Another gain is in the work and expense of preparation and management. In many departments of life, and in many ways, unity is strength.

Owing to the shortness of time and the imperfections often incident to beginnings, it is not what we would like it to be, but we trust that it may prove helpful and meet the approval of the teachers and scholars. We would like an expression of opinion. Please drop a card.

An order of exercises has been added in the *Quarterly* and in this *MONTHLY*, page 121. It is by an experienced Sabbath School worker, Mr. Geo. H. Archibald. Teachers may adopt part or whole of it, varying it to suit. Whether followed closely or not, it will prove helpful to all as a useful, suggestive guide.

TELLING AND QUESTIONING.

tn teaching avoid the too common practice of "telling." Telling is not teaching. Teaching is causing another to know, and this is best done by "never telling anything which pupils may reasonably be expected to know," or which they may be led to know by judicious questioning. "The art of putting a question is one of the first and most necessary arts to be acquired by the teacher. To know how to put a good question is to have gone a long way towards becoming a skillful and efficient teacher.

The Art of Questioning.

1. *The Object of Questioning.*

1. To find out what the scholar knows and how he knows.
2. To excite an interest in the subject.
3. To discover misconceptions and difficulties.
4. To secure activity of mind and co-operation while teaching.

2. *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.

3. *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. The question should be suited to the capacity of the scholar.
4. The question should be asked in the fewest possible words.
5. The questions should be easy at first and gradually increase in difficulty.
6. The question should be in proportion to the importance of the subject.