

"And what about a Home Department?"

The friend threw up his hands. "Have mercy," he said.

"Not much," said the first superintendent. "You really ought to be ashamed of yourself. Every live School should have a Home Department. It pays for itself financially, and pays in every other way; and here,"—he turned over more pages—"here is practically everything you need to start your Home Department going.

"Oh, yes, and there is a great scheme to get the boys and girls to church on page 62.

"No, I'm not going to tell you about it, look it up for yourself when you get home.

"And when you're at it, turn over the whole Catalogue page by page. You will find how to get the tiny tots to attend regularly, and on time, how to get up a Membership Contest for new members, how to get a big turnout on rainy Sundays, and hosts of other valuable plans."

"But I've glanced through the Catalogue and I've never noticed these plans," said the friend.

"They are there, though," said the first superintendent. "You just keep turning over the pages and asking yourself, How can I make my School do better work? You'll find your answer and the plans there.

"Do you know," he went on, "I keep a copy at the School and whenever we need a black-board, a map or a hymn book, I see immediately what I can get, and what it will cost. My teachers, too, refer to it constantly for plans and supplies. I really couldn't get on without it."

"I'll certainly look up my Catalogue when I get home," said the friend.

And if you don't find the 1917 Catalogue, drop a line to us. We shall be glad to send you a copy free of charge.

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He didn't send for a copy, but called in for it himself, the next time he was in the city, and told us about the conversation. He took two Catalogues away with him, one for his Sunday School, and one for his use at home. He says he finds them just as useful as his friend said he would, and that he wished every superintendent and teacher would look over the Catalogue as often as he does. He says he knows it would pay them.

## Getting the Scholars to Answer and Ask Questions

*By Dean H. T. J. Coleman, Ph.D.*

Teaching as a process is two-sided. It involves two activities, that of the teacher and that of the pupil; and the latter activity should, under ordinary conditions, be as much in evidence as the former. The form which the pupil's activity most frequently takes in connection with the ordinary lesson, is the answering of the teacher's questions, although there are times when the pupil himself becomes the questioner and the answers are provided by some one else, either the teacher or some other member of the class.

This twofold activity of the pupil is to be encouraged since it is both a necessary condition and a useful index of his progress.

The fundamental conditions of success in questioning lie rather deep. They have to

do in the main with the character of the lesson, its suitability to the age and interests of the pupil, the degree of confidence existing between the teacher and the members of her class, and the presence of a community spirit within the class which makes it really a class rather than a mere collection of boys or girls.

There are, however, some useful maxims capable of immediate and general application, and I shall attempt to set forth as simply and briefly as possible three of them:

1. Be careful to begin within the circle of the present interest of the class. No one can tell you what that present interest is. You would not be a teacher at all in the real sense of the word unless you possessed some gift of divination in this connection. A friend of mine once began an Easter lesson to a class of girls in their teens, with a question on spring hats. From that topic, a rather frivolous one, to be sure, for the Sunday School hour, he