

The Intermediates study the life of Him who went about doing good, and through the week they do the work of Scouts, and Girl Guides and Circles, not forgetting the good turn every day.

The Seniors and Adults study the social gospel of Jesus, and in their society discuss, and pray and plan and carry out that gospel into sport, social life and community helpfulness.

But in every case it is the Class or Department meeting on Sunday and through the week for the same purpose and not one day a Sunday School class with one aim, the next an unrelated mission band, Scouts' patrol, club or society, with a different aim. The work should be so arranged that the pupils will unconsciously see it as a *whole*.

Young women and girls are much better organized for mid-week activities than are men and boys. If the two principles above enunciated are grasped, the details can be worked out by any church. But everywhere the question is asked: "What can we get for boys that will appeal to men to lead them?" Most helpful, practical plans of wide adaptability and particularly suited to a rural community have been worked out in the Canadian Efficiency Tests. Medals, etc., are given for intellectual, physical, social and religious work. In this scheme the Sunday School class and the local church are the unit around which all else centres. It is particularly helpful for community effort, uniting the young folk of all denominations, yet keeping them loyal to their own church.

Toronto

The Art of Questioning

By Professor O. J. Stevenson, D.Paed.

IV. THE TREATMENT OF THE PUPILS' ANSWERS

The best test of a teacher's questioning lies, perhaps, in his method of dealing with the answers of the pupils. The experienced teacher does not always accept answers, even when correct, without testing the pupil by further questions to see if he understands the reasons for his answers. Some pupils are able to guess shrewdly. Others are able to

repeat the facts of a lesson without understanding their real meaning; and even when the teacher is sure that the answer is understood it is often necessary to have it repeated or written on the blackboard to be sure that the whole class will remember it. One of the most fatal mistakes made by inexperienced teachers is to take it for granted that when one pupil answers correctly the whole class hears and understands. If the fact contained in the answer is important, it is sometimes worth while to have pupils in different parts of the room repeat the answer, or to have the class repeat it in unison, so that they will be sure to remember.

If a pupil does not answer a question or if he gives a wrong answer, what should the teacher do? Should he pass on to others in the class, or should he attempt to get the desired answer from this particular pupil by throwing the question into other and simpler forms? This must be decided by the judgment of the teacher in each case. Sometimes the persistent questioning of a dull pupil is a waste of time for the remaining pupils. If, however, the point is of importance it is sometimes better to cross-question a single pupil, especially if the remainder of the class are interested, as they should be, in the cross-questioning.

Sometimes, when none in the class can answer a particular question, it is best for the teacher to give the answer, but as a general rule it is better for the teacher to tell as little as possible. Say rather to your class, "Turn to this chapter and verse, and you will find the answer," or, "Try to find that out for me for next day."

It is usually the sign of a good lesson when the pupils are sufficiently interested to ask questions for themselves. But what should the teacher do if the pupil turns the tables and ask him a question that he cannot answer? Some people claim that a teacher should never allow the pupil to suspect that he is ignorant of the proper answer; but usually the wisest policy is to tell the pupil frankly that you are unable to answer his question, but that you will try to obtain the information for him, or, better still, direct him as to where he may obtain it for himself.

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