

their realizing that they as a class are actually sharing in the devotion. They feel themselves to be participants, and not passive recipients, as is so frequently the case when an older person leads.

In order to link up religion with the rest of life and lead these boys and girls to see how it should obtain in all life, nothing is of more assistance than inspirational talks on the lives of the great world leaders of the past and of the present life. Through the study of such lives as Morrison, Robertson, Livingstone, Cromwell, Lincoln, Gordon, Beatty, Foch, Frances Willard, Florence Nightingale and Christina Forsyth they can be led to see that religion was the dynamic that gave these lives their power. From this it will be easier to press upon these growing lives the claims of the great Leader of men and so win them to a definite decision for Christ. That they may the more intelligently do so the meaning of the Christian life should be brought before them.

When the scholars have decided for Christ, opportunity should be given for instruction as to the meaning of church membership. For the older ones this can be accomplished

by a series of inspirational talks on the nature and history of the church in the world. No more fascinating story in all literature than the story of her great heroes, trials and triumphs. This may be followed by a brief series in our own church, her history, demands and present day needs,—and these young knights of service will respond. A similar course should be followed with the juniors using some such outline as that of the Dr. Pogue's Guide to Christ and the Lord's Supper. The week day period will also afford for these opportunity for drill on the great hymns and passages of scripture.

The week day period affords special opportunity for the expression in service of the religious impulse. In addition to discussion of lesson material and to talks on the great heroes of service, they can be led through their class and inter-class activities to cultivate that consideration of and respect for the rights of others which is the basis of unselfish service, and growing out of this will be revealed opportunities for service in the home, school, church and community.

Kamloops, B.C.

## Why Ask Questions?

BY ALFRED WHITE

"To question well is to teach well. In the skilful use of the question more than in anything else lies the fine art of teaching" (De Garmo).

Let us consider a moment our aim in teaching. If we know why we teach, what we are driving at (to use a colloquial expression) we may well consider whether the method of questioning is an effective means of bringing about the results sought.

Our primary purpose, I take it, in teaching is to get pupils to think on matters spiritual, so that they may decide to follow Christ. Our ultimate purpose goes further. It aims at soul-growth so that such pupils may be steadily strengthened in their decision.

If this rightly expresses our purpose, we might next ask whether the method of teaching by questioning is suited to the accomplishment of that purpose. A discussion of this need not be taken to imply that it is by any means the only method. Is it, however, a method so valuable that it demands special consideration and study?

In this connection, it might be interesting to know whether questioning is a common practice in teaching. I think it is. Of course, there are exceptions. There are still those who come under Gregory's criticism when he says: "It is only the unskilful

and self-seeking teacher who prefers to hear his own voice in endless talk rather than watch the working of his pupils' thoughts." "Naturally it is very hard for the untrained or the partially trained teacher to realize that telling may not be the same as teaching and yet all who have thought through the problem agree with Gregory when he says further: "The chief and almost constant violation of the law of teaching is the attempt to force lessons into pupils' minds by simply telling. 'I have told you ten times and yet you do not know' exclaimed a teacher of this sort. Poor teacher, can you not remember that knowing comes by thinking, not by telling."

Of course, telling is a part of teaching and has a very important place, and instruction can be given without making use of the question. If, however, we want to verify the results of our teaching and find out just how much our pupils understand of what they have been told, we must resort to the question. It is a noteworthy fact that the greatest of teachers have ever been the great questioners.

If questioning then is so important in teaching, every teacher should know it, and more, they should know why.

To go back a step, we must remember the