

ren, pray for us," said that undaunted warrior of the apostolic ages, Paul. "Pray for us," our men at the front—and it is no shame to them—are saying to us at home to-day.

And, as one writer has recently put it strongly, "pray as those who believe that your prayer makes a difference. Pray with all your might for a speedy victory." Prayer does make a difference with God. It tells us so. All history testifies to it. Our own hearts are the witness. If the whole church throughout the British Empire were on its knees; if they wrestled with the God of battles—who is also a righteous God—for victory in this war for righteousness, the conflict would all the sooner end. And for the prayers of its children and its young people, the Sunday School is largely answerable.

Weariness not for Victors

Plutarch, the famous Greek biographer, in his life of Coriolanus, a legendary hero of ancient Rome, tells how the Roman troops rallied round Coriolanus in an attack upon the Volscians, one of the peoples of Italy and bitter enemies of the Romans, and drove them off in confusion. As the pursuit began, the Roman soldiers begged their leader, now exhausted with toil and wounds, to retire to the camp; but he, saying that "it was not for victors to be weary," joined in the pursuit, which ended in the utter defeat of the foe.

Those who take part in the Christian warfare are certain of victory. The strength that comes from the living Christ is theirs, and they cannot fail. It is not for them to be weary, but to throw themselves into the conflict with energy constantly renewed until the final and complete triumph is won.

THE ART OF QUESTIONING

By Professor O. J. Stevenson, D.Pæd.

I. THE PROPER DIRECTION AND DISTRIBUTION OF QUESTIONS

In the modern class room the great majority of Lessons are taught by the "Question and Answer" method. We are all familiar with the doctrine, that it is the pupil's own activity that counts and that he should never be told anything that he can readily find out for himself. It is quite evident that much of the success of the teacher's work must depend upon his ability to question his pupils effectively.

In order to question well, the teacher must, in the first place, know how to direct his questions so as to hold the attention of his class, and he should be familiar with the different types of questions and with the uses and values of each. A lesson is sometimes a failure because the teacher does not properly distribute his questions. Even in the case of small classes the inexperienced teacher is too apt to confine his questions to the pupils who are nearest to him, practically ignoring the rest of the class. Besides, there is always the temptation to question only the bright pupils who volunteer answers, and to pay little attention to the dull ones.

In order to guard against such mistakes, the beginner should make it a point to question every pupil, and, if possible, to give special attention to those who are mischievous or dull.

Sometimes, also, the teacher's questioning is ineffective, not because the questions are poorly distributed, but because neither question nor answer is such as to compel the attention of the whole class.

The teacher must speak distinctly and forcibly and his own attention must be directed, not to the individual pupils who are called upon to answer, but to the Class as a whole. The successful teacher controls his Class chiefly through the eye, and it is impossible to give directions for such control. This much, however, is certain, that if the teacher looks only at the pupil who is answering, both question and answer lose their effect. Sweep the class with a glance, if you will, before naming the pupil; shift your glance from one part of the class to another; change your own position so as to question your class from some other angle,—these are some