

The Teacher's Reward.

Ye shall shine as the stars in the fadeless forever,

Who turn unto Jesus the perishing here,
Who gently are leading the lambs to the pasture
Where floweth the water so cooling and clear.

Then prayerfully, carefully, go to your labours,
And deal with them wisely, the souls of your care,

Never forgetting, though lofty or lowly,
How costly a gem is the spirit they bear.

Better by far than all worldly bestowment,
Is the reward that your service will win;
Turning to righteousness souls of the children,
Stooping to gather the poorest ones in.

Time, with its guerdons of honour and treasure,
Soon will be lost in the measureless sea,
But yonder a crown, that is starred with the glory

Of souls for thy hire, will be waiting for thee.

Then turn not thy hand from the work that's before thee;

Nor suffer thy heart to grow careless and cold;

The seeds ye are sowing with patience and prayer,
Ere long will be waving in harvests of gold.

Not long may it be till the Master shall call thee;

Not long till the time of thy mission is o'er,—
Then work while the day lasts, and ere the night shadow

Shall gather its gloom—and ye labour no more.
—*Set.*

Misuse of Questions.

BY REV. A. H. CAMERON.

QUESTIONS are improperly used when the language employed is above the comprehension of the pupil. Thus, if a teacher asks a junior class, "Can you describe the accoutrements of the Jewish high priest?" probably not one in ten would understand the question. If, however, the question were asked, "Can you tell something about the clothing worn by the high priest," the language would be intelligible to the duller pupil. To dazzle or to amuse ought not to be the aim of the questioner. The pupil should be more impressed with the Christlike sympathy and intense earnestness of the teacher than with his superior abilities or scholarship.

As a rule, questions should be avoided that merely require in answer, "yes," or "no." Such questions usually require little thought on the part of the pupil, and therefore fail to

educate. The answer to the question, "Was Paul a great Christian worker?" might be easily guessed at, while if the teacher asked, "What evidence have we from the writings of Paul that he was a great Christian worker?" the answer would involve some serious thought. An answer that merely affirms or negatives some truths hinted at in the question is much less valuable than any reply which is the result of independent thinking.

Irrelevant questions are improper, and should be avoided. I have known a teacher to ask a few questions merely to introduce an anecdote he wished to tell. In after years, when the anecdote would be recalled by the pupil it would be unaccompanied by the spiritual truth it was intended to illustrate.

Too many questions make the teaching tedious and the answering irksome. I once heard a teacher use up the whole half-hour allotted to the lesson study in asking questions. A careful study of the Great Teacher's method of questioning will be of immense value to the Sunday-school teacher. Jesus' interviews with His disciples, with the Pharisees, and with those who came to Him for healing or instruction are often marked by questions that only the Great Teacher could ask. Instead of preaching a long sermon on humility to His disciples, He asks the pointed question, "Which of you by taking thought can add a cubit to his stature?" Again, rather than give a lengthy discourse on political economy, He points to the tribute money and asks the Pharisees, "Whose is this image and superscription?" And their answer prepares the way for His impressive reply. When blind Bartimeus comes and cries for mercy, the Master asks that large-hearted question, "What wilt thou that I do unto thee?" The divine hand seems to lift trouble from the blind man's heart, and he responds with the one great desire of his life, "Lord, that I may receive my sight."

"THE Catechism is not studied in our Sunday-school." These words came in a letter to us last week. Suppose that in the day school arithmetic should be omitted—or at West Point, instruction in gunnery should be left out. Without a knowledge of the catechism, a boy or girl has not the best preparation to resist the temptations which shall meet us.
—*Christi in Observer.*

PROF. SALMOND, of Scotland, said recently, "There is a very cheap way of speaking of catechisms. Luther and Calvin knew their value, and spared no pains to prepare them for their own lands. No one who understands what the catechism has been in the history of the Church would ever speak slightly of it."
[Our own catechism will shortly be ready, and we hope will give a great impetus to the study of Christian doctrine.—*Ed.*]