

writing, and I give them out as fast as the average can keep up, telling the slowest to skip a question if they have trouble with it ; then at the close I repeat the questions as the pupils call for them by number. This makes for rapidity, as the slow scholars are likely to find pause on different questions. Every paper is signed with the name of the writer.

Here is a specimen set of questions, covering the lesson on the appointment of Saul and Barnabas as the first missionaries : 1. Who were the first missionaries ? 2. In what city were they ordained ? 3. In what year ? 4. From what port did they set out ? 5. To what island did they go first ? 6. What towns did they touch ? 7. Who ruled the island ? 8. What impostor had influence over this officer ? 9. What happened to this impostor ? 10. What lesson for your life in this event ?

These papers are taken home, graded, and the per cents. are recorded. The next Sunday, one of the first exercises in the class is to return the papers and go over the questions one at a time, the class giving the correct answers in concert, and I ex-

plaining any point the pupils may wish to have explained. *Whenever the class has difficulty with a question, that question is introduced in test after test till I am sure that all the class have mastered it.*

Sometimes, instead of such a methodical test, or in addition to it, I dictate rapidly a lot of miscellaneous matters for the class to put upon paper, not as a test for grading, but merely to refresh their memories, and as a drill. I might say : "Write when Christ was born, and where, and the names of His mother and earthly father. Spell Capernaum. Name the Herod that killed John the Baptist. Name the hill where the Sermon on the Mount was probably preached. Give Matthew's other name. State the three resurrection miracles." The answers being written, I read the questions again, and the class gives the answers in concert, at the same time grading the papers. At the close I call for the percentages, but do not record them. This exercise, limited to five minutes, is good to enliven a recitation, and at the same time drill the class in certain points where they may be weak.

A BIBLE CONTEST

By Miss Marion Wathen

Almost every one has sometime or other been at a spelling match, or spelling bee. But these have perhaps almost "gone out."

However, not long ago I attended a worthy successor of the old-time institution. It was a friendly match between two Sunday Schools, a Bible competition conducted after the plan of the spelling matches. It was held on a week night. It was, in fact, part of a weekly programme in connection with the opening of a new Sunday School building.

The scholars were arranged in two groups, facing each other, and the questions were put to the sides alternately. A record was kept on the blackboard in view of all, of the "misses" as they occurred. The side making the fewest, of course, won the match. As there were not the same number of children on each side, the person conducting the match did not ask the questions to the

members of a side in regular order. But as each question was given, he asked for a show of hands, on that particular side, of those who thought they could answer the question. Then he chose one of these to answer. If he or she did not give the correct answer, the question was passed on to the other side, a show of hands being called for in the same way, and a miss was recorded for the first side. The first questions given were quite simple, but they gradually grew more difficult. They were such as the following :

"Who built the ark ?" "Into what two great divisions is the Bible divided ?" "Who was the strongest man mentioned in the Bible ?" "Who wrote the Twenty-Third Psalm ?" "Who led the children of Israel out of Egypt ?" "How many Books of the Bible were written by the Apostle John ?"