

literature is really specious and misleading. The equalization is really a performance in rhetoric. A wand of words is waved over the books which are classified with the Bible and a character is given to them which is not real. They are merely talked up to a grade to which they do not belong. To the calm judgment of the world, Plato, the Greek dramatists, Epictetus, Shakespeare, and the very greatest of more modern writers cannot properly be classified with the Bible. And we shortly discover that those who attempt this classification are actually talking the Bible down. When cross-questioned it comes out that in their view the Bible has been exalted unduly. As the other books go up the Bible goes down to some middle point of balance where the two equalize. That point having been reached, the comparison is made; but it is not a comparison with the Bible in that high character which has been accorded to it through the centuries.

There is a corresponding process in the comparison of Christ with men. It is quite the habit now to declare that man is a more wonderful being than he has been regarded. Human nature is talked up to the level of the divine nature, with the result that it becomes unnecessary to make any essential distinction between Christ and the nobler types of men. As in the matter of literature, it is a process of leveling up which has all the effects of leveling down.

### The Jagged Teacher

"Ye-es, she's nice. I like her. But she's such a jagged teacher!" exclaimed a small boy, after the rest had registered their flattering opinions of Miss Jessie.

"What's a jagged teacher?" asked an unimaginative classmate.

"O, pshaw! You know what I mean. Sometimes she comes and sometimes she doesn't. Some days she's on time and some she isn't. Some Sundays she asks us for our memory work; but sure as I know mine, she doesn't. She tells us to bring handwork next Sunday, and by that time she forgets all about it. Pretty near every Sunday she starts something new or some new way of

doing things; but that's the last of it. So I'd like to know if that isn't being jagged and spoiling all her niceness?"

I give it to you just as it happened that Saturday when the Primary graduates had met for some special drill work.

Who says the eight-year-old American is not a free-thinker? Busy at the blackboard and not supposed to hear the discussion of this self-appointed jury, I just glanced back into my own record, gave a sigh of penitence over it, and chalked myself down among the "jagged" teachers.—S. S. Council

### The Teacher's Tools

By Amos R. Wells

V. WRITTEN TESTS

The time is coming when pencil and paper will be considered a necessity in the hands of every pupil. Most pupils are more likely to remember what they write than what they say or hear said. If a fact can be heard and spoken and seen and *written*, it is very likely to be fixed in memory by all of the class. Try to bring about the expression in all four ways of all the important elements in every lesson.

A written test is a customary part of all the recitations I conduct in the Sunday School. The class expects it, gets used to it, and comes to be able to do the work quickly. At a signal, one scholar passes the paper and another the pencils, the two going in opposite directions. The pencils are soft and well sharpened, and there are extra ones to substitute for those that may get broken. The paper is cheap manilla. The class use their hymn books on which to write.

My questions are always written out, being carefully considered in advance. They usually number ten, for ease in grading the replies. They are so formed that they may be answered easily and correctly with a word or two, so that little time may be spent in the exercise. I try to make them unmistakable in meaning, yet I am always ready to explain the meaning when asked. I am quite likely to go back over several lessons, and repeat questions that have been found difficult in former tests. I give out the questions by voice, never placing them before the class in