

to the School. He must see that these are kept in good order. As librarian, he might occasionally speak to the School about the proper way to handle and care for books. Sometimes he may find it necessary to speak personally to individual pupils, pointing out their duty in the matter of caring for the property of the School. He will try to locate the homes in which books do not receive proper care, by sometimes taking notes of the condition of books before lending them out, and will hold pupils, guilty of abusing books, responsible for the damage done.

The librarian will keep an accurate and definite record of all books that go out and the names of the pupils to whom they are given. He will have some convenient and approved system of keeping such records. The Card System, most commonly used, can be supplied, with directions for its use, by our own publishers of Sunday School supplies.

If the library is to be of real use to the School, and through it to the community, the librarian must do more than merely take care of the books. He is largely responsible for selecting and securing the books. A definite part of the money apportioned by the finance committee of the church, for the support of the Sunday School, should be set apart for additions to the School library. Private gifts of money for the maintenance of the library may also from time to time be forthcoming. It is the librarian's duty to see that this money is expended to the best advantage.

He will note certain books which are in such demand that duplicates should be provided; he will note books that are so badly worn that they need to be replaced; and he will search periodicals and descriptive catalogues for new books of the right sort. If he finds that certain books in the library are not being read he will endeavor to ascertain the reason, and should he find that they are not suitable, and are not liked by the pupils, he will not hesitate to have them removed from the library. He will also be careful that no book finds a place in the library that has not been read and approved by at least two members of the library committee.

No Sunday School library is complete which does not contain a collection of books for the use of teachers and pupils in preparing their lessons. If public schools need such books, so do Sunday Schools. Teachers and pupils should not be expected to purchase such books for themselves. They ought to be supplied by the School, and should consist of Commentaries, a Bible Dictionary, Introduction to the books of the Bible, and various kinds of Illustrative material. In this department may also be kept the textbooks of the Graded Lessons loaned to the pupils for use during the year.

The librarian's most important function, however, is that of getting the books read. To this end the library should be carefully catalogued, and printed copies of the catalogue should be placed within easy access of the pupils. When new books are added to the library, special notice of these might be given on the bulletin board, with a short description of each book placed under the title. Reference to such books might also be made from the platform, either by the superintendent or the librarian himself. Most, however, can be done, by way of getting books read, through suggestions made by the librarian when pupils are exchanging books. If a good book is not being called for simply because it is not known, or because the title is not attractive, it may be commended to the School by reading or telling part of it from the platform, and stopping where the story is interesting, giving the number of the book in which the remainder of the story may be found.

University of Chicago



Annals of a Bible Class Teacher

By Frank Yeigh

HOW HE PULLED HIMSELF TOGETHER

He was a regular attendant at a men's Bible Class, and a helpful member moreover, willing to do what came his way if within his powers. He led the Y.M.C.A. in his college, and was a worker in the Young People's Society in his church until he moved to another city.

His Bible Class teacher lost sight of him for a couple of years until late one night, hurrying to catch a train in a neighboring city, the teacher met the man over a cup of coffee, when the young dentist told his story. Like many another youth with an attractive personality, he had chummed up with a coterie of acquaintances whose ideals were lower than his, and insidiously and slowly he had descended to their level—the level of the card table and the playing for money, with other evil tendencies in its train.

The dentist boy was far from happy. Conscience warned him, as did his own common sense, but the drag-down process had an alarming power, until one day he came to himself sufficiently to see the precipice and to recoil from it. "The only thing to do," he said, "was to cut the crowd by moving away, and that's why I'm here."

"And how now?" asked the teacher. "I'm ashamed to tell you all this," was the reply, "but I'm glad to say the change broke the spell and revealed my danger and helped me to save the situation. I'm in a good