

### The School Library.

\* \* \* Eminent educators regard the library as an essential part of the equipment of a school. And it is, therefore, safe to repeat that a few shelves of books—well chosen, that is, some for entertainment and inspiration, others for information—and well used—come very near doubling the efficiency of a school. It is not to be wondered at that children whose reading habits receive little cultivation should have no love for books, at least for those books which are wholesome and helpful. Nor, at this point, should we forget that the golden opportunity to cultivate the taste for reading and to direct it into proper channels is afforded in the elementary schools. It has been found that commonly the desire to read becomes strong about eight years of age, increases steadily to ten, then rapidly from eleven to fourteen, culminating about fifteen, after which it often declines. The home, the school, and the public or school library, working in harmony, should be able to provide for the child's needs in this matter. Dr. W. T. Harris, Commissioner of Education for the United States, has gone so far as to say: "The school is set the task of teaching the pupil how to use the library in the best manner—that, I take it, is the *central object* towards which our American schools have been unconsciously tending." And again, the opinion is offered that "every school should have its own little collection of choice books adapted to the stage of development of the children, and in the periods of leisure before school, after school, at the rainy day recess, or in leisure moments of finished lessons, the children should be allowed to use these books freely."

\* \* \* To the teacher, the library, however small, can be made a most important auxiliary. To himself, it may be a source of entertainment, inspiration and instruction, and if it is not such, neither he nor it should be there. No teacher can use a library to advantage who does not care for its contents. To entertain or inspire others, he must be entertained and inspired himself. The pupil can, through the medium of books, be brought into touch with thoughts and ideals whose influence once felt can never quite be lost. The mind is not only to be exercised, but, like the body, is to be fed also.—*David Wilson, B. A., Inspector of Schools, British Columbia.*

"THE REVIEW is helping me very much in my work," writes one of its young friends. "In one issue I saw an article on Friday Afternoon Entertainments. I have tried it this term and find the children enjoy getting up their own programmes very much. We have an entertainment twice a month, and invite the friends and the teacher and pupils of one of the other rooms in the building."

### The Sand-Man.

The sandman comes across the land  
At evening, when the sun is low;  
Upon his back a bag of sand,—  
His step is soft and slow.

I never hear his gentle tread,  
But when I bend my sleepy head,  
"The sandman's coming!" mother says,  
And mother tells the truth, always!

He glides across the sunlit hill,  
To seek each little child like me;  
Our all-day-tired eyes to fill  
With sands of sleep from slumber's sea.

I try my best awake to stay,  
But I am tired out with play;  
"I'll never see him!" mother says,  
And mother tells the truth, always!  
—*Marie van Vorst in Harper's Magazine.*

### Scripture Cake.

A correspondent of the *Orillia Packet* writes: "Here is a receipt for a cake which I have proved by experience to be a good one. The figuring out of the references makes an interesting Biblical exercise. 4 1-2 cups of I Kings iv., 22 (first clause); 1 1-2 cups of Judges v., 25 (last clause); 2 cups of Jeremiah, vi., 20; 2 cups of I Samuel, xxx., 12; 2 cups of Nahum iii., 12; 1 cup of Numbers xvii., 8; 2 tablespoonfuls of I Samuel, xiv., 25; spice to taste with II Chronicles, ix., 9; six of Jeremiah, xvii., 10; a pinch of Leviticus, ii., 13; 1-2 cup of Judges, iv., 19; baking powder. Finally, follow Solomon's prescription, Proverbs xxiii., 15, for making a good child and you will have a good cake."

No nature lessons as such can compare in interest with an hour among the birds and flowers; no practice lesson as such can compare with the making of a needed thing.—*Manual Training Magazine.*

Let us forever abandon the idea that analysis, dissections, classifications and memorizing of facts will reveal to the children the story, the lesson, or the life of nature. They must be helped to feel its pulse, hear its music, come in touch with its forms, be warmed by its breath, and respond to its call.—*Selected.*

Children like to do things, to make and manage things. They learn by doing, and love of the task in hand sets the pace for their progress. The tasks are wisely set when they lead on to a love of labor, a love of nature, a love of ideas, and a love of God. Nothing else is worth while.—*Professor Jas. W. Robertson.*