

Seen In Passing

They have chanced to meet on the city street,
And she runs to greet her love
With a glow of surprise in her shining eyes,
And a welcoming outstretched glove;
She tenderly takes his hand in hers,
And then, as I watch them kiss,
My heart awakening thrills and stirs
At sight of their childish bliss.

Oh, love, all dressed in your frills and furs,
And I in my new top hat,
Your greetings were once as frank as hers,
And our love sincere as that;
For what if she is but five and a half,
And he but six years old?
Ah, would our lips could as gaily laugh,
And our love be half so bold!

It was years ago that we used to know
The charm of a cloudless love;
My boyish feet trod fancy's street
With fancy's skies above;
Through nights and days in a lovelit maze
Your heart came seeking mine;
Oh, where is the glow that we used to know,
And the love that we dreamed divine?

Seek not, you say, for a spell that's lost—
Well, perhaps your advice is best;
But my heart is a trifle tempest tossed,
And yearns for an hour of rest;
And that passing glimpse of a child's love life
Has left in its path a pain
At thought of what we have been, my wife,
And never can be again!
Guy Wetmore Carry.

School Libraries

Schools should have just as complete libraries as they can possibly secure, and have them so classified and graded that pupils will read those books suitable for their age. A school of which I know is handling this matter in an ideally, practical and satisfactory way. Its library is more complete than is that of many schools, but no more so than could be the case, if pupils, parents and teachers were sufficiently interested. There is a carefully selected shelf of books for each grade in the school above first. The little first-graders have their stories told to them, but beginning with the second grade, each child in the school is required to read, or to have read to him at home so that he can report upon it, at least one book a month from the shelf belonging to his grade. These range in style and length from the myths, fables, nursery classics and farmyard and nature stories of the second and third grades, to "Uncle Remus," "Hoosier School Boy," "Little Women," "Wonder Books," etc., of the sixth grade, with still more advanced reading for seventh and eighth grades when there are such.

This library belongs to the school and community, but another school, not so well equipped, still furnishes a variety of good reading to its pupils through the traveling libraries loaned by the state to any reputable group of people, for transportation charges only. The progressive teacher who began this arrangement paid the transportation charges of the first library herself, but since then the district had been glad to attend to the matter itself.

These traveling libraries, as many of you know, are composed of 50 or more miscellaneous volumes that may be kept for three months, renewed upon application, or exchanged for a new one whenever desired. Thus a community, if so disposed, may have the use of several hundred books during the year, for a very small sum of money paid out in freight charges. So wherever we are, there is but little excuse for a lack of good reading for our young people.—Michigan Farmer.

A woman who teaches in a college for girls vouches for the truth of this story. One day some curly lettuce was brought on. A freshman looked at it and exclaimed, "How clever of the cook to crimp it that way! How does she do it?"



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