the book is taken. This system is better than any we have mentioned, and in some of its forms it approaches so nearly to the true way that it seems strange that a librarian can work it and not hit upon the right plan.

work it and not hit upon the right plan.

There are several advertised plans, copyrighted and patented, all tolerably good, but

none of them just right.

The sentiment is now general among those best informed, that the "Pigeon Hole and Card Plan" in some form is the best. But there is a wide diversity of opinion in regard to the detail of its management. One super-intendent has his books distributed before the school. The objections to this plan are many. The greatest is, the children have the books in their hands during the session of the school, and it is exceedingly disagreeable for a super-intendent to have to make use of discipline to prevent scholars from reading. Then, too, any plan by which the scholars go to the library and wait for their books is promotive of disorder. But if you distribute during the school by any method—and we have seen them all—you detain and weary the school, prolong the session, and perhaps interrupt the teacher, which last is worst of all. If you send the scholars to the library after school you have "confusion worse confounded." What shall we do then?

THE LIBRARY CASE should be divided into partitions. These partitions are made of tin, the outer edge of which is turned to prevent abrasion of the fingers. These pigeon holes fit the book searcity. When a book is lost or removed another of the same size is inserted in the place of it. The books have numbers corresponding to the numbers on the library case. When a pigeon hole impty the book with corresponding number

is out.

THE CATALOGUE is printed on cardboard and posted up in the vestibule or front part of the church or Sunday-school room. There should usually be several of these. Of course it may be printed in book form and given to the scholars, but in this case the school will na few months be without any catalogues. Country schools will find it more economical to have the catalogues written.

CARDs of two kinds are used. There is

what we will call card No. 1. Upon this card the scholar writes his selections, and he always retains it except during the time that the librarian is taking out the books. The selections are of course set down by number. Any number of them may be put upon the card at a time, the librarian taking them in the order in which they are placed. Card No. 2 is the scholar's introduction to the librarian, and when once given to him it is always kept in his possession.



CARD NO. 2. MODE OF DISTRIBUTION.

THE SCHOLAR leaves his book at the library on entering the school, and deposits card No. 1 in a box provided for that purpose. The librarian assorts these No. 1 cards so that they are arranged by classes. The cards numbered 2 are already put away in such away that all belonging to one classare in a package, box, or pigeon hole together. When Jane Smith's book is taken out, the number is erased from card 1, the card is put inside the book, the number of the Subbath is punched out with a conductor's punch on the margin of card 2, and that card is put in the pigeon hole whence the book was taken. If that book is No. 40, and the Sabbath is the fourth in January, it will be always known that Jane Smith holds number 40, and that she took it on the 4th Sunday in the year, because the figure 4 is the highest number cancelled on her card. (This cancelling may be done with a peacil.) When book number 40 is returned, Jane Smith's card must be taken out to make room for the book.

THE BOOKS for each class are placed together on the librarian's table. Each book contains the card (No. 1) of the scholar who wants it. Just before the last hymn is sung

the librarian passes quietly and rapidly round the room and hands to each teacher the the books for his or her class. No book is given to a scholar until the school is closed. Then the teacher hands to each scholar the book containing that scholar's card, (No. 1.)

ADVANTAGES.

Not to exceed thirty seconds of the time of the school is taken up with distribution. Perfect accuracy in the charging is attained. The time each book has been out can be ascertained at any time. It is the simplest and easiest for the librarian. The scholars have no access to the library. Your success does not depend on the accuracy of the teacher.

THE SECRET OF SUCCESS.

A TURNING-POINT IN MY HISTORY.

I HAD closed my shop somewhat earlier than usual one Friday evening, and was just hurrying away in the hope of being free to ramble for an hour by the river-side, when a note from Mr. Paul, our friend and minister, was given to me at the door by a messenger who was to wait for my reply. Going back to the parlor behind the shop, I was not slow to open the envelope. There was nothing very remarkable in the minister's note, yet it pierced me like an arrow.

"Will you tell me, as nearly as you can how many inquirers after salvation there are in your class? Also, how many have found peace in Christ

during the past two years.

That was all; but for me it was more than enough. I sat down to write an answer with a disagreeable consciousness that I knew not what to say. Sheet after sheet was begun and cast aside. Finally, after nearly a quarter of an hour's hesitation, I wrote, "None," on a slip of paper, with the words, "God forgive me!" underneath, and enclosed it, without another stroke, to Mr. Paul.

"None. God forgive me!" The words burnt themselves into my brain, as I tramped along the river bank that evening. It was my own fault; I was sure of it. There was something wrong in me. Yet, in every deed I had laboured hard to teach and guide the lads committed to my care, and to be to them what a faithful teacher-so far at least, as I knew his duties—ought to be. Every lesson had been laboriously prepared, every scholar's home visited, every teachers' prayer meeting attended. I had been active, earnest, willing and devoted; yet not one member of my class had been led to Christ; and not one could be called an "inquirer." My predeces-sor, a man of feeble mind and low attainments-such at least was my estimate of his character - had been instrumental in the conversion of many, whom before his death, he had the happiness of introducing into the fellowship of the saints; but I, who had certainly visited and studied more than he could have had time to do; I, to whom God had given an aptitude for teaching which had led-the church to expect great things from me,—had done nothing!
Nothing? Had my class then made no

Nothing? Had my class then made no progress during the three years in which I had so laboriously taught them? As I asked this question, my pride answered it by calling up a glowing vision of my class-room as it had appeared or the preceding Sunday afternoon. A long row of earnest, intelligent