

The child's capacity for education is indicated by the extent of the changes through which he passes in reaching maturity. "The child is in no way really like the adult. It would be hard to find many salient features in which the infant and the adult exactly resemble each other. For example, the blood of the new-born child is so different from its later form that it amounts almost to a difference in kind. The changes in the brain are fully as great." (Oppenheim.)

"The child from his earliest infancy tends to adapt himself, like clay in the hands of the potter, to be molded day by day by the habits, the tastes, the passions, the ideals of those among whom he lives." (Drummond.)

To his great capacity to receive, there is joined a great capacity for imitation. This instinct appears in his first year, grows with his growth, and strengthens with his strength, until it binds him hard and fast to precedent in manners and in morals.

It is through these two capacities that he enters into his inheritance, as the heir of all the ages. His legacy is partly in disposition, partly in environment. In disposition he is ready to receive. From his environment he absorbs the ideas and customs that have saved his race and make his life significant. "There was a child went forth every day; and the first object he looked upon, that object he became; and that object became part of him for the day, or a certain part of the day, or for stretching cycles of years." (Whitman.)

Is there not truth in the paradox, "Men are made, not born!"

Dalhousie University, Halifax, N.S.

SOME HELPFUL BOOKS

IN THE TEACHERS MONTHLY for December, 1901, Prof. Falconer called attention to some books on the lessons taken from the Acts of the Apostles. During the next six months the lessons will be in the Old Testament. The period covered is a long one, extending from a date immediately subsequent to the exodus of Israel from Egypt, to the times of Samuel, or, roughly speaking, over three centuries and a half.

The time occupied by the lessons of the half year may be divided into four periods,

and the lessons grouped according to these periods. The thirteen lessons of the first quarter fill the period from

THE CROSSING OF THE RED SEA TO THE DEATH OF MOSES

Here we take up again the thread of the story dropped at the close of 1901, and follow the march of the Israelites across the desert. There are many books which throw light on this eventful history. The life of Moses by Iverach (15c) gives a brief but clear and satisfactory account of the life of the great lawgiver. Moses the Servant of God by Meyer (75c.) is written in an attractive and interesting style, and is full of helpful suggestions. This book is of special value for bringing out the great spiritual truths which underlie the narrative. Many books have been written on the Ten Commandments, which form the subject of two lessons. Perhaps the most suitable for the Sabbath School teacher is Dykes' *The Law of the Ten Words* (\$1.00). The commentaries on the four books of the Bible from which the lessons of the third quarter are selected, may be consulted with profit by those within reach of them. On Exodus, Macgregor's two volumes (70c. each) in the excellent *Handbooks for Bible Classes*, are full of interesting and helpful information. Chadwick in the *Expositor's Bible* (\$1.00) gives one of the very best volumes in this series. In it the teachers will find valuable assistance in drawing out the teachings of the narrative. There is but one lesson taken from Leviticus. The best commentary within easy reach on this book, is Kellogg's *Leviticus in the Expositor's Bible* (\$1.00). With great clearness and strength of conviction he exhibits the gospel truths foreshadowed in the Mosaic ritual. Instructive and illuminating discussions of the three lessons in Numbers are contained in Dr. R. A. Watson's volume in the *Expositor's Bible* (\$1.00). On the lessons from Deuteronomy, the average teacher will find Meyer's book mentioned above, or Taylor's *Moses the Lawgiver* best adapted to his purpose. Those who have access to Dr. Monro Gibson's *Mosaic Era* will find it full of interesting suggestions.