

6. As far as possible accompany your child to the School, and be enrolled yourself either as teacher or member of the Bible Class.

7. Pray for teacher and scholar. No prayers are more acceptable to God than those for the young. We have many proofs of this in the Bible.

8. Never forget that the School is a help, not a substitute for home training.

The chief responsibility rests first and last and all the time on the parents. The father and mother who do not, by teaching, example and prayer seek the spiritual culture of their children, are untrue to themselves, untrue to those whom God has given them, untrue to solemn baptismal vows, and untrue to God who has committed immortal souls to their care.

9. Above all make the home the abode of Christian love.



The Sunday School Library

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The Sunday School Library—what should be done with it? Three plans are in actual operation in our Sunday Schools:

1. It is treated as a valuable factor in the School life and kept up to the mark of high effectiveness.

2. It is considered as of little account, a sort of unwelcome inheritance from the past, and neglected and starved and, therefore, is of little value to the School.

3. It has been abolished as being useless, now that the Public Library is everywhere and there is such a widespread distribution of books in our homes.

As to the third plan, a little reflection will show its danger. As a matter of fact, we have only some 400 Public Libraries in Ontario for nearly 850 municipalities, and the number of Public Libraries in the other provinces is very, very small, and many homes are still poorly supplied with books. It hardly seems wise, therefore, to view with favor the abolition of the Sunday School library. Even where the Public Library is present and well administered, a change in the character of the Sunday School library is more preferable to its abolition.

As to the second plan, there is absolutely nothing to be said for it. Let us note the first plan and try to discover some of its successful methods.

All Sunday School library problems resolve themselves into two, namely, how to get the books, and, secondly, how to get the books read. It is not an easy matter to prescribe any "positively certain" methods to secure either of these results.

The task of getting the books is more complicated than it seems. First of all, we must decide what books we want. Secondly, we must find out where to buy them to the best advantage. As to the place of purchase, the publishing house of one's own church is likely to be the best medium.

Now, how shall we select the books? There is such a wealth of standard literature and of current literature to choose from, that even the expert librarian is dazed at its volume. Librarians have, however, for many years been preparing, in cooperation, lists of books which are guide posts to the most suitable books. For instance, the Toronto Public Library has in preparation lists of books for boys and girls which have been tried and tested in their children's libraries. These lists will be available for distribution on application to the chief librarian, and will be of the greatest value. Another help is the Catalogue of Books Recommended for Public and Separate School Libraries by the Department of Education, Ontario. It is a bound volume of 192 pages, containing some 2,000 titles, graded for the four forms of the public and separate schools, and carefully classified and annotated. This is published at a nominal price of 50 cents, and may be had by addressing the Superintendent of Education, Parliament Buildings, Toronto. These two lists, of course, deal with books suitable for the general reading of boys and girls, but do not go extensively into religious literature. Each denominational publishing house is glad to supply lists of that kind on application.

It cannot be too strongly emphasized, that only by the greatest care in selection of books can the right choice be made. It is in no degree easier to build up a first-class Sunday School library, than it is to build up a first-class institution of any other kind. Nothing but constant care and hard work will achieve the result. It should be noted further, that the Library must be kept constantly furnished with fresh material, either additional standard books or selections from the books being published from month to month. The book reviews in the *TEACHERS MONTHLY* and elsewhere, as well as the publishers' advertisements, will keep one in touch with what is coming from the press.

If it is possible to buy even only two or three new books a month, it is good business. At least, a library should buy three or four times a year. It may cost a little more in postage or express charges, but these will really be saved in the exclusion of second-rate or cheap books. That is to say, the extra care given to the choice of the few books would almost certainly mean that the library will get only the best, and, therefore, will get good value for its money.