as they do in the prospectus of a schoolmistress, who professes to inoculate these branches of learning on the juvenile. The dullest eye, when aided by the telescope, can see farther than the brightest without such assistance. Burns, with the help of a dozen or more volumes, makes himself the first poet of his native land; with the stupendous aidance of a Bodleian (or even the feebler one of a circulating) library, might he not have ranked himself with Byron or Shakspeare?

10. TEACHERS OUGHT TO READ MORE.

We do not mean, now, "educational works;" we don't mean books in any way connected with "the profession," we mean real, living literature; something that has clear, pure English to clothe vigorous ideas or true sentiments.

For at least seven hours every day, we of the fraternity *must* have our minds fixed on our work. Children must be led over ground new to them, but an unvarying routine to us. Week after week, month after month, we go in the same beaten road, deepening the ruts till it is next to impossible to get out of them. The same habits of thought continued day after day, with nothing but the petty interests of one small circle to deepen them, must grow narrow and dull. There must be impulse coming from somewhere. The work itself will hardly supply it. The young, fresh minds that we undertake to teach, will never be satisfied or grow under those who have no thoughts and no words outside of school. Children's quick instincts have little sympathy with a 'professional,' and insist upon recognizing good and pleasant things, elsewhere than in the conventional "ways of wisdom."

We owe it to ourselves to read more. We acknowledge at once the duty and the difficulty of fulfilling it. There seems a conspiracy to set teachers apart from all others. No one ever thinks of expecting a minister to talk continually of ministering, or a doctor of his practice, but a teacher runs the risk of being called the reverse of earnest, if he ventures to ignore the school-room for an hour. Moreover, the little things of life encroach terribly on a teacher's spare time. The fatigue of the day's work, the calls of friends and acquaintances, the school work that comes into an evening, leave little space for reading. One who wishes to keep up even a medium acquaintance with books can not wait for an opportunity to follow a plan. Keep a book at hand—there are always unoccupied minutes that it will fill up—and at the end of the month it will be astonishing how many new ideas and fresh thoughts will have been gained.

It is harder for the better half of 'the profession' to do even so much. There are so many pretty feminine trifles, the manufacture of which keeps fingers or eyes busy, or is so engrossing, that a woman with a crotchet needle or tetting shuttle is apt to be utterly lost to all conversation. Still reading is no less a duty; one has no right in the multitude of books which lie in every one's reach, to grow into a distorted, self-involved individuality. DeQuincy, Carlyle, and Macaulay, say true things in a good way, and things that have the blessed power of setting one's petty self afar off. Theirs are fresh ringing sentences, that strike music with every word. And for other kinds of reading, Winthrop's books will hurt no one. Apart from their merit as mere novels, there is a high type of humanity in them that will do much toward freshening one for every day work. There are dozens of others that, if one but care for them can be found everywhere.—*Connecticut Common School Journal.*

11. PRICES OF BOOKS.

The *Quarterly Review* points out some curious facts connected with the prices at which novels are published in a separate form, after having appeared in serials.

	s.	d.		s.	d.
"A Strange Story," in *All the Year Round*, costs	4	4	in 2 vols.	24	0
"The Woman in White," " "	6	8	in 3 vols.	31	6
"No Name," " "	6	8	in 3 vols.	31	6
"Great Expectations," " "	4	4	in 3 vols.	31	6
"Verner's Pride," in *Once a Week*, "	8	0	in 3 vols.	31	6
"The Channings," in *Quiver*, "	2	0	in 3 vols.	31	6
"Mrs Halliburton's Troubles," "	2	10	in 3 vols.	31	6
"Lady Audley's Secret," in *Sixpenny Magazine*,	6	0	in 3 vols.	31	6

The *Quarterly* reviewer says, "This is curious, as showing how much of the cost of a book is due to the getting up of it." On the contrary, we think it curious, as showing the effect which the modern library system has had in enhancing the rates at which authors are paid for their writings; first, the legitimate payment for their contribution to the serial, and next, the payment for the separate publication in the library form. Perhaps, some of these days, we shall see that the library system is not altogether a sound one; we very much doubt its profitableness.

12. SCHOOL LIBRARIES IN NEW YORK STATE.

There was apportioned for libraries to the cities, for the school year ending with the 30th of September, 1862, the sum of $20,142.14; of which, only $6,353.82 was expended for that purpose. The cities generally are authorized to pay their library money for teachers' wages, or school apparatus, if they prefer to do so; and it is presumed that the sum of $13,788.32 was thus applied.

For the same time, there was apportioned for libraries to the rural districts, the sum of $34,887.86; of which $26,559.10 was expended for that purpose; showing either that the sum of $8,328.76 remained in the hands of the trustees on the first day of October, 1862, or had been expended by them for teachers' wages and school apparatus.

In the whole state, the number of volumes in the school district libraries, as reported for several years, is as follows:

In 1856	1,418,100	In 1860	1,286,536
1857, Jan. 1,	1,377,933	1861	1,305,377
1858, Oct. 1,	1,402,253	1862	1,326,682
1859	1,360,507		

This statement shows, very plainly, that the reports of the trustees are not accurate - in fact it is well understood that they seldom take pains to make them so, by counting the books belonging to their respective districts.

It should be borne in mind by those who might anticipate a large increase in the number of books, that the people of the districts to which a less sum than three dollars is apportioned are authorized to expend it for teachers' wages, and that very many of them do so: that the average amount apportioned to the rural districts was only $3.06; that if we take from the whole amount the large sums which are apportioned to the villages and other thickly populated districts, and divide the residue among the remaining districts, the library money received by each will be even less than 3.06. The average amount actually expended in the rural districts during the last school year, was only 2.33. It ought not to be expected that one or two dollars a year will supply a district circulating library with new books as fast as the old ones are lost or worn out, even if the money were all applied to the purchase of new books at the most reasonable prices. Much less will this be expected by those who know that the trustees generally buy at the highest retail price, and that a large portion of the money is applied to the payment of teachers' wages and the purchase of school apparatus.

In order to form some definite opinion upon this subject, the undersigned called upon the School Commissioner to report to him the condition of the libraries and the extent to which they were used. The nearly uniform reply was, that they are little used, and in many districts the books are so worn that the library money annually received is not sufficient to replace them by others.

In many of the villages and other thickly populated districts to which a much larger sum is apportioned than that to districts generally, the libraries are large, well selected, carefully preserved and highly prized. That one, two, or three districts in a town do entertain a proper appreciation of the value of their libraries, and by means of the money received from the state, together with that raised by voluntary taxation, manage to keep them in repair, does not change the fact, that a majority of the districts do not receive a sufficient sum to warrant the trustees in giving much time and attention to the selection of books, or to the price they pay for them; and that for some cause, not so much interest is manifested in the libraries as formerly.

Various suggestions and plans in regard to this library money have been made:

1st. That the district libraries should be consolidated into town libraries. The objections made to this are: that the inhabitants of some districts in nearly every town prize their libraries highly, have taken proper care of them, have taxed themselves liberally for their repair and enlargement, and would be unwilling to surrender the use of them to the town; that, if this objection were removed, another equally forcible would appear, namely, that the town libraries would be inconveniently distant from the inhabitants of many of the districts, and therefore they would seldom resort to them; and that the people of the districts are generally opposed to such consolidation. As evidence of this, it is remarked, that chap. 480 of the Laws of 1847 authorized the districts to consolidate their libraries; and had the plan met with favour, they would have availed themselves of the privilege conferred by the law; but, on the contrary, there is scarcely an instance of the establishment of a "joint library" under its authority.

2d. That the majority of the voters of the district should have the power, at an annual meeting, to direct this money to be applied to teachers' wages. In support of this plan, it is urged that the law does direct the money to be applied to that purpose, whenever the sum received does not exceed three dollars, and that they are equally competent to direct a similar expenditure of five or even ten dollars;